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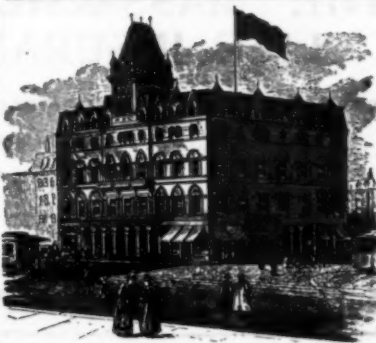
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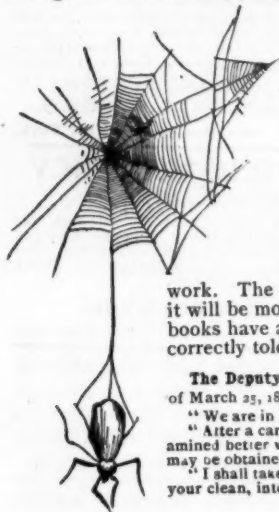
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A Weekly Journal of Education.

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No. 15

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

## The 300,000.

Of the 400,000 engaged in teaching in America certainly 300,000 will occupy positions whose very moderate salaries are paid and where the opportunity for advancement is very slight. Very many of these do not expect to receive a larger salary or work in a broader field; they are content to take what they get and live in accordance with it. And it must be agreed, at the outset, that these persons have laid upon them the most needed and important work in the educational field. And all of us should feel grateful that persons are to be found who are willing to do this work with the few encouragements they have, and with as small pecuniary returns.

A little consideration will show us that teaching is performed by a large number with the sense of usefulness, and that there is contentment with the small salary because of the usefulness. To be of service to others is the basis of teaching. It is of the same quality as the mother's care for her children; she is willing to labor because they are benefited. Of two occupations the more thoughtful person will select that which is of the most service to others. We must concede that something besides the small salary retains most of the teachers in the school rooms of our country. That element is the assurance that they can be of benefit to the children.

We cheerfully concede that the desire to be helpful is the powerful motive in very many cases—let us, for the sake of the argument, say in all. Let us ask, how can the teacher be of the most service? To make this clear let us turn to the Nazarene and see how he met the case. For over three years he was a teacher, carrying on a sort of normal school. We find no instance of his attempting to explain the phenomena of nature or of giving instruction in language; he devoted himself wholly to raising the moral conceptions of his companions, so that when he was gone they became like spiritual yeast in the world, and we feel the effects produced even to this day.

Is not this just what the teacher should do? In his abnegation of self in order to be useful, must he not seek out the highest usefulness? Is not the temptation of those who hold the inferior position to be satisfied with doing the mechanics of teaching? Is not this the weak point in our school system?

There are 300,000 we say who hold these inferior positions; they are willing to hold them because they can be useful to children. But it is the serious question of the day as to the quality of that usefulness—that is, whether the major part of the 300,000 teach so as to reach a high measure of usefulness.

We thus come to consider what is high usefulness and what is low usefulness in teaching, and at once decide that this is determined by the aim of the teacher and not by his scholastic qualification. And yet we are bound to say that if we wished to elevate his aim we should increase his mental furnishings. Jesus spent his time in deepening the comprehension of his pupils concerning spiritual things. And so it is apparent that a larger comprehension of man, as man, is needed, if the teacher would attain high usefulness. We repeat, the question of the hour in education is how to get the 300,000 to aim at higher things.

It is a large problem, and one well worthy of an educational Moody or Drummōnd. It may be said that 2,000 county superintendents have this matter in their hands; but the inquirer will ask, Are each of these men able to put spiritual life into the fractional part of the 300,000 that falls to their share? Think of the county superintendent that you know when you ask the question. Usually he is elected on a political ticket, and that would ordinarily dispose of the case. The one you know may be "one of ten thousand;" there are diamonds among pebbles; but how is he to stay in office, for one thing; rotation is demanded. And how shall he perform almost single-handed this gigantic work?

One of the great movements of the times is named Christian Endeavor; it is a combination of those in the church and those out of it. The solution of the question proposed is, we think, to be accomplished by uniting those possessing the most education in the various school communities with the teachers to form clubs which shall consider and discuss subjects calculated to magnify education. These would be in a certain sense educational churches in which the teacher would be an important member. Who will propose a suitable name? Who will notify us of the formation and procedure of such an association?

No educational articles have ever attracted so much attention and such widespread interest as the series of pedagogical creeds published from time to time in *The School Journal*. Translations of extracts from the various creeds have appeared in several French and German periodicals, and the complete series is at present being published in Spanish in the "Boletín de la Institución Libre de Enseñanza" of Madrid.

## The Little Child in School.

By Marguerite McCune, Nebraska.

The only thing that keeps this world moving is activity. Directed or not directed activity is necessary to life.

The little child when he comes into the world is the possessor of a life undeveloped; but with germs of activity greater than the developed man. He is so full of energy, he must relieve himself. He must run, jump, scream, sing, wiggle, and exercise his muscles in every way imaginable. He delights in making things. A fine harness for the dog and a beautiful kite are only a few of the many thoughts he has put into practice.

The doll dresses of the little girl are planned with as much thought and care as that of an adult. Again, when they come to school, how proud they are when they can make a picture of a house or cat.

In fact, children cannot help doing, making, observing, admiring, and loving. They must make manifest that which is created within them. It is beautiful to note the smile of admiration on their faces as they behold a unique costume, a pretty bouquet, or a picture; for instance, a dear old grandmother, telling stories to the children.

Again, some little girl is crying as though her heart would break. Put your arm around her and soothe her fondly. A solemn hush will spread over the school-room, and who would need say to a child, "Weep with those that weep?"

But with all his beautiful characteristics, the child is much at the mercy of his environment. His little life may be stunted, dwarfed, and deadened, or helped on to a higher life of noble manhood and womanhood. Take him from a home where culture and love are not known, and even if the teacher had the knowledge of child nature and love of Froebel, that child will most likely do the wrong thing in almost every turn he makes. He has neither directive power nor sticktoitiveness. We must take him as he is, and make use of wholesome fear, if need be, until we can educate him to something higher.

Take, again, a child who has been raised in a home where intelligence, order, and love are reigning. Imagine him to be sent to school to a crabbed, cross teacher, who does the work only for the bread and butter he may gain by it.

Punishment is inflicted for things the child has never been taught to consider wrong. His little life is restrained, rather than developed. His little hopes, ambitions, and aspirations are deadened, one by one. Gradually he develops into—I need not mention the consequences; they are too evident.

Now take the case of a teacher who has the knowledge, ability, and love necessary to qualify her for the work of education. Some of her pupils come from good homes and school influences; others never have these blessings granted to them. In every case authority and love will be found most necessary means.

It is a just rule not to let the majority suffer for the few. The school as a unit must succeed; a certain amount of work must be accomplished; and the "hangers-on" must be drawn along. The teacher is on her feet from nine o'clock until four. She passes material, pronounces words, draws, sings, and tells stories. In spite of herself, there are times when she feels more like commanding than entreating; more like punishing than loving. But she realizes that if her countenance drops once, the school drops. She knows that, instead of speaking in a commanding tone, her voice ought to have a sweet and joyful ring.

A teacher must be appreciative, happy, and full of love for the slightest efforts of her pupils, or else use fear as the only other means of getting any results. Which would you choose?

Your school will be just exactly what you think it will be. Thought is creative. If you think your pu-

pils are antagonistic, cross, and lazy, you will look for those traits, and will most certainly find them. When, on the other hand, you look down, deep into the soul, and catch a glimpse of the wonderful life God breathed into each little body, sparks of the beautiful will be called forth. Whatever you find the soul to be, seared and stunted though it may appear, remember that God put it there for development.

## A Plea for Delusions.

By Anna M. Fuller, Ohio.

"Very pretty, but it isn't quite true." With these words, a young teacher was checked as she read to a group of boys and girls with glowing eyes, the stirring incident of Barbara Frietchie, in the Quaker poet's version.

Under this wet blanket the glow of patriotism was effectually quenched; the admiration for the brave old woman faded out; and a subtle essence, more valuable even than accuracy, had vanished from that lesson. While the critic explained and detracted, the teacher pondered, and these are some of her thoughts:

Criticism has its use and historical accuracy; like consistency, is a jewel; but there are some other qualities which are above rubies in the training of children. The iron age is upon us;—yea, the age of steel! The dissecting knife probes to the very heart-throbs. We analyze, diagnose, and expose until there is left no foothold from which sweet fancy may plume herself for flight. The microscope and scalpel are valuable adjuncts of civilization, but their function is not in the realm of the imagination.

Genius is a spark of Divinity, and a vivid imagination heaven's own gift in every age; but we sadly fear for that generation of children to whom Robinson Crusoe is only a plain Scotchman, who may have had some unusual experiences in his enforced sojourn on a desert island; to whom William Tell is a myth; Mother Goose a silly old dame of uncertain and visionary cackle, and by whom any reference to Santa Claus is received with a superior smile.

We are frequently told that our favorite stories are myths; but, even so, they have taught their lessons to many generations, and why rub off the bloom of a childish faith, or develop too early a spirit of criticism?

Though William Tell may never have cleft the famous apple, let the story teach its lesson of heroism, patriotism, and obedience unchallenged, as the flower gives forth its intangible fragrance undissected. Soon enough will come the inevitable question: "Is that story true?" but let the child ask it. Answer it, then, as candidly as possible, but put no premature doubt or questioning into the young mind:

"In this mocking world too fast  
The doubting fiend o'ertakes our youth;  
Better be cheated to the last  
Than lose the blessed hope of truth."

By no means would we allow poetic license to any distorted basis of facts, and in case personal injustice has been done, as Rudyard Kipling seems to prove in the case of:

"Flu'd Oirsan, who, for his hor'd hort,  
Was (not) torred and feathered and car'd in a cart  
By the women o' Marble'ead."

Let the truth be known and the wrong righted.

We believe that a due consideration for truth and accuracy is not inconsistent with our plea, that children may not be trained into a critical and materialistic spirit.

This note of warning might seem uncalled for did not the writer know by experience and observation that teachers too often consider it necessary to display acumen by flaw-picking, even in the reading of classics, and that, in some homes, an atmosphere of criticism develops an unchildish habit of censoriousness in those who echo their sentiments. Nay, more to be deplored than a bad habit, is anything which destroys the attitude of faith.

Not, then, for all delusions do we plead; certainly not for delusion, but for some of the dear old fictions to which our childish fancy clung, even for some of the rose-colored tales on which our youth was nourished, which gilded those days with a "light which never was on sea or land," and which fades, alas, too soon.



## The Lesson Taught Us by the Gang.

By Jacob A. Riis.

In my position as a police reporter,—that of a newspaper man dealing with criminal matters at first hand,—at police headquarters, I have for years attentively observed the product of urban conditions, known as "the gang," and have come to certain conclusions about it which experience has fully confirmed, and which seem to me to apply to the whole child problem. I am not now speaking of the gangs that have in the past usurped our politics. That comes afterward. I refer to the organized disorder of the streets, in which the later, logical development is hatched. These conclusions, summed up, are in effect that the gang responds to a real need in the boy's nature, and that its presence indicates that the need has not been understood. Had it been, it would have been just as easy to supply it in a safe way, and much cheaper; for gangs are expensive. The damage they do in the street, to the grocer's stock, for instance, is a small item beside their later cost. A certain percentage of their members has always to be provided for behind prison walls, and the jail is, from every point of view, the most expensive place to keep any one in; more particularly a boy.

This need is the instinct for organization, for falling into line, that belongs especially to youth. It is the instinct the schoolmaster turns to good account, if he knows his business,—that makes good soldiers,—a human instinct that moves children and men to-day, as it has moved them in other days, to deeds of good or evil, according to—opportunity! according to the chances that befall. That is the universal significance of the gang, and it involves no pessimism or surrender to fate; just the reverse; for the chances that are to decide the bent of these boys do not happen. Over them we have, or ought to have, full control. It is our own fault if we have not. We have the power to shape the boy's environment, and through it to shape the boy. The bugbear of heredity is but the neglected environment of the grandfather or the great-grandfather. The bad environment of to-day is the heredity of tomorrow. The sins of the father are visited upon the children unto the third and fourth generation unless atoned for. The community is the father of its people in a sense it has only begun to find out through his sins. This is the doctrine of heredity in the slum problem, as I read it, and all there is of it for all practical purposes. Certainly the matter of dealing with the children is a very practical one.

With that as the starting point, one does not have to look long at the average tenement-house boy's environment to understand the gang, and what it stands for. The tenement itself bears the greater share of the blame. Its chief offence was ever that it destroys individuality—and with individuality, char-

acter. With the loss of these, the instinct to seek the crowd asserts itself at once. Any one who has tried to get slum tenants to move out into the country, where they might have the chance the tenement didn't give them, has run against this snag, and marveled much at the perverseness of the poor—a little angrily, perhaps. They would not go. "The society of the stumps" as an exchange for the street with its crowds didn't appeal to them, and the argument that they would be better off had no weight. They wanted to be where something was going on, even if they were not sure of the next meal. The toughs who "hunt with the pack" are always sure of being where something is going on. They make it go, if necessary. Tenement house life, reported the late tenement house committee, "produces a condition of nervous tension; interferes with the separateness and sacredness of home life, and conduces to the corruption of the young." The boy is robbed of his home, and the strongest prop of character is knocked from under him. The "condition of nervous tension" is reproduced in the ready brutality that renders a boy who, under other conditions, might have been a hero, capable of amazing outrages. The tenement-house committee's inquiries disclosed blocks with more than three thousand human beings stuffed into them; blocks in which 93 per cent. of the ground space was covered with brick and mortar, leaving but 7 per cent. to air and—I was going to say, sunlight, but that would have been a mockery. "The sunlight never enters," reads the official report of half a hundred of the rear tenements that were condemned by the health officers this past year. How should it? There was a Frenchman once who wrote about such a block of houses in Paris. "The result of such packing," he observed, with scientific precision, "was the exasperation of the tenant against society." Most naturally, and not in Paris only.

Away from home there is not much to soothe that exasperation. It seems as if the ax had been laid on purpose, in our urban life, at the foot of every prop, upon which the child of the street is expected to build a character. Playgrounds he has none to call his own. It is only now, while I am writing this, that a commission is sitting to devise means of giving him the chance to play, without which it seems impossible that he should grow up a morally healthy boy. We are going to have school playgrounds and public playgrounds by and by, please God, but as yet we have none. Yet, observation long since taught us that crime in all cities is, to the largest extent, a question simply of athletics, of a chance to play. "Play," said Froebel, "is the normal occupation of the child, through which he first perceives moral relations," and he built his whole kindergarten scheme upon the idea. We are a good half century behind, municipally, in making this discovery, and it has been an expensive half century to the community. Robbed of his home and his childhood, the boy, with the "exasperation of the tenant against society" to egg him on, though he didn't understand it, sought his revenge in the streets, and found it.

All the other props in the ordinary child's life had been carefully loosened, or knocked away altogether. Respect for law is a discovery of the most recent past. Until Theodore Roosevelt came to show us another use for them, laws, were, for all a boy could tell, made only to break. Every saloon whose proprietor could pay for the privilege was open on Sunday, in defiance of the police, or with the connivance of them. With a law expressly prohibiting saloons within two hundred feet of a school door, little Giuseppe, down in Mulberry street, could count fourteen clustering about his school door and within the limit. The factory law that was designed for the protection of the child was broken, unchallenged for a twenty-five cents' fee to the notary, by any father with a minor child; and he justified his



"Holy Terror" Play-ground in "Poverty Gap." A brief experiment that changed the whole character of the "Gap."

perjury by pointing to the overcrowded schools, at the doors of which an army of children knocked in vain. Better the factory than the street, he said; and justice hid its face.

Forth from this environment came the young savage who was all surface and no depth, all vanity and show, with the instinct for association with his fellows exaggerated and corrupted by the tenement-house setting,—the saloon the only friend that ever took kindly to him,—to step shortly up to the polls to give his opinion with the rest of us, of what government should be. The reformatory registers its verdict: 77 per cent. without moral sense, or with next to none; nine in a hundred coming from good homes. To the rest, the word had no meaning. Ninety-nine per cent. corrupted by bad company; the one hundredth was a case for the doctor, evidently. That is the genesis of the gang. But the prison chaplain adds "all weakness, not wickedness," and lets in a ray of hope along with his heavy charge of neglect for which we—the community that gave him no better chance—are to blame. We are learning its lesson. The ray falls to-day upon barriers that are being put up all along the road the lad is traveling, to catch and switch him off. It falls upon kindergartens that reach even the slum home through the boy himself, with their cleansing and sweetening touch; upon schools growing up by the score in atonement of the most saddening crime ever committed in the name of a free people; upon playgrounds planned, and shortly to come; upon clubs that offer him the chance he asked, and of which the street had the monopoly before. It is broad sunshine there. The club "knocks out" the gang every time. It is that kind of club.

I remember the experience of a certain band of young women who set out to make friends with the people in a neighborhood on Manhattan Island where the tenements were thickest and poorest. There were gangs in the district that



Tommy—a "Tough."

were the despair of the storekeepers and of the peddlers—gangs of young boys not yet ripe for worse mischief. There was one in particular that was a little harder than the rest, nearer the goal—or gaol; it is only another way of spelling it. The girls started boys' clubs, gave them something to do, and the gangs ceased to trouble. All except the bad one. That held aloof, waiting to see if the newcomers were "straight." When it appeared that they were, and that there was no treasonable "Sunday-school racket" burrowing under their unwonted friendliness, there came a delegation from the street.

"We will change and have your kind of a gang, if you will let us in," was the message it brought, and the truce was

signed. The old gang went out of business, and the neighborhood took a long breath. The girls had no stauncher friends ever after.

There arose an emergency within a year. The establishment was cleaning house, and some of the furniture had been moved



Raiding the Peddler's Stock.

out into the area. Somehow, the rumor spread among the girl patrons of the Penny Provident Fund bank, which was one of its strong features, that the concern was breaking up—moving away; and there was a run on the bank. The managers were in despair. Argument and objection were alike, useless. They were taken as corroborative evidence that something was wrong. The run developed into a panic. The end of the whole promising enterprise was in sight, when the boys heard of it. They knew nothing of banking, but they knew that their friends were in trouble, and it didn't take them long to decide what was to be done. Pennies were scarce among them, but they begged and borrowed and scraped together all that were in sight, and went and deposited them as fast as the girls drew them out, penny for penny, until the run was stopped. I never expected to hear of such a thing outside of "John Halifax, Gentleman," but I did, and right in the slums, at that. The gang saved the day.

The Boys' Club has always seemed to me a most effective way of getting hold of the boys. I know that it is the most effective antidote of the gang, administered in season. It is because it exactly meets the need of which I spoke. The boy wants it. If he cannot have a decent club, he will have the other kind. The gang is the club caricatured by the street. Its leader by and by goes into politics in his own way, and the gang goes with him, to see that it is smoothed, and then its name is changed, and it becomes a club in fact—perhaps an incorporated one, which the police court and don't fight. But gang or club, its program isn't changed materially. Raiding is still its business. The grocer's stock is safe, but other things are not.

The gang has its leader, who, in a very real sense, is the gang itself. It takes its tone from him. If he is a bruiser, the gang has fights; if he is a thief, it steals; if he is both, the police have their hands full. The club must have its leader, too. Everything depends on him. If he is not a leader in the real sense, he will shortly have a club in the wrong sense, or none at all, which is better. Two accounts came to me this year of club experiments; one successful, the other not. The latter was in a Western city. The story of it was told to me by the man who started the club and paid its way. He was a business man, and had to, or chose to, have a paid superintendent. He hired four in as many months. The last one had gone on duty



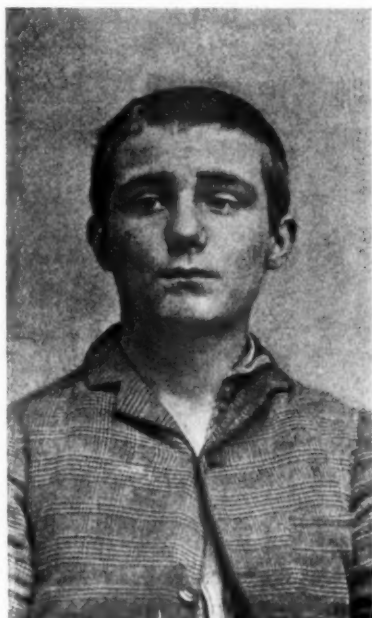
the first night, when the proprietor came down to see how the club was getting on. A block away he heard an uproar as of a general fight. As he opened the door, an Indian club and a boxing-glove whizzed past his ear, and struck the wall with a bang. The superintendent was in a state bordering on collapse.

"Why, what have you been doing?" asked his employer, surveying the scene in amazement.

"Doing?" gasped the unhappy man, hopping about to escape a checkerboard that came sailing his way, "doing! As if I didn't have enough to do dodging these things! What is the matter with this club, anyhow?"

"Now, what do you suppose is the matter with it?" asked my caller anxiously.

I bade him sit down while I told him the story of the other club, down East, of which I had just then heard. It was this kind of club, too. One man after another had given it up as a bad job. The managers were about letting it go altogether, when a little woman applied for permission to try her hand. They "sized her up," and laughed in her face.



Jacob Beresheim, (charged with murder at fifteen); a victim of depraved environment.

"Why, those boys would tear you limb from limb," they said. She persisted, and reluctantly they consented to let her try. They went up with her. There were two big policemen in the room. The club was in a grimly observant mood. The managers grew uneasy; they knew the signs. The policemen must stay, at all events.

"No, take them away," she said, "out of the room; out of the house." They protested, but she had her way, as before. They went out and sat on the curbstone, and the moment the door was closed the riot broke out. It raged for five minutes, and then simmered down, till at last the building was as quiet as the grave. They fidgeted about awhile until they could bear it no longer. Then they went up and looked in, expecting—they hardly dared think what. What they saw was the little woman sitting peacefully in a big circle of the boys, quiet as lambs and hanging upon every word that fell from her lips as if their lives depended on it.

"Where is that woman?" said my Western caller, getting up and thumping the floor with his stick. "Tell me where she is."

Yes; where is she? That is the question to be answered before the club is started, every time. Wherever she is, it will run, and the gang will go out of business.

Probably one of the mistakes the good people had made was to start a reformatory instead of a club. The two things are not the same. It is the office of the club to head off the

mischief, rather than to cure it. It gives the better part of the boy the chance it had not before; gives him respect for society and its opinion, a very necessary part of make-up of the growing man, which the street has not in stock.

The first boys' club I ever heard of, and I believe the first of its kind anywhere, was started by a woman of heart and sense. The last one I have knowledge of as run upon a plan that seems as nearly ideal and of universal application as can be, is managed by a woman, too, Miss Winifred Buck. It is in the university settlement in Delancey street. I should rather she would tell the story of it herself, for it is worth the telling; but I may perhaps be allowed to touch upon the salient points, as she developed them to me. Hers is a club of thirty-odd tenement-house boys. Its sessions are always preceded by an hour's romp. The club is in rather restricted quarters, and several games cannot go on at the same time without care and circumspection. The boys learn to respect each other's rights. The business sessions proceed in orderly fashion on the basis of Cushing's Manual, always the boys' dear delight. It is astonishing how they take to it, and what parliamentarians they become in no time. In the early discussions they learn to agree on fundamentals. They picked their members in the first place, leaving out boys who swore and stole and gambled. Convictions as to the rights and wrongs of these things that were, to put it mildly, nebulous, if they were at all, grew out of the effort. The latter stages bring the discussion of punishment for offences, and realization of the fact that there are grades, mitigating circumstances; with, finally, the discovery, evolved by the boys themselves, that all punishment is self-defence, not vengeance, and the natural consequence of law-breaking. That is a lesson worth learning. It paves the way to the comprehension, and formal statement in the organic law of the club of the first rude, but fundamental, principles of justice. Very likely, the next thing they do will be to remove their counsellor by formal resolution, if her counsel doesn't happen to suit in a particular case. The road is not all smooth, but it points right. When the boys have traveled it so far, they have turned the corner. The grocer's stock is safe.

Boys and girls "learn by doing." Let them grow up on a diet of this kind, and the reformatory in the next generation will make a different showing. The gang will be a tradition of the bad past. In San Francisco, of nine thousand children from the slums that went through the Golden Gate Kindergarten Association's schools, just one got into jail. The Boys' Club in the kindergarten carried into the boy's later, growing years—nothing else. And it could be nothing better.

This interesting sketch is reprinted from "The Pratt Institute Monthly," by permission of the editors and the author.

## Byzantine Art.

By Abby J. Gannett.

(Authorities to consult.—Lord Lindsay, "Sketches of the History of Christian Art"; Mr. Charles Bayet, "L'Art Byzantin"; R. N. Wornum, "Four Lectures on Byzantine Art"; Owen Jones, "Grammar of Ornament.")

Constantine, the first Christian emperor of Rome, moved the capitol from Italy to the old Greek city Byzantium. It was a convenient place for the seat of government, because it was half way between two most troublesome frontiers;—one along the Danube, and one by the upper waters of the Euphrates. We call it Constantinople, *the City of Constantine*.

A later emperor, dying in 395, A. D., left his domain to be divided equally between his two sons. The eastern portion has been called the Eastern, the Greek, or the Byzantine empire. In spite of numerous incursions of Huns and Slavs, of the north, and of Vandals, who came by way of Africa, the empire lasted until 1204, when its capitol was overthrown by Crusade's. The western empire was, soon after the division, overrun by northern barbarians, into whose hands it fell in 476, A. D. So, for a time, the Byzantine empire, with Constantinople its capital, represented the civilization of the world.

Roughly outlined, the elements that enter into Byzantine art



Fig. 1. San Apollinare in Classe, Ravenna.

are these: Greek art had been carried to Rome, where it lost its ancient purity in the hands of masters who cared most for works of utility, and for pompous display. Now, considerably modified, and with the arch added, it is taken back to the home land. It comes into contact with the influence of the East. A strong element of barbarism is brought in by tribes that, in the end, overrun the whole of the ancient Roman empire. And upon all a new power is brought to bear. For three hundred years before the time of Constantine, it had been silently, slowly, but surely, working its way from below upward. That power was Christianity.

The early Christians looked with horror upon pagan works of art. They made only rude symbols of their faith on the burial places of their dead—the cross, the fish\* representing the name of our Lord, etc. They built no temples. They gathered for worship in private houses, or in hidden places like the catacombs, for their religion was not recognized by law, and they were liable at any time to be taken before the magistrate. But, little by little, these people came to express more freely their hopes and beliefs in mystic figures or pictured parable, until, when Constantine came to the throne, there began to take shape a really new style of art. Christianity gathered up her inheritance, discarding much, and, at the same time, adding much of new life and new beauty. This new style has been called variously "Byzantine art," "Christian art," and "Early Christian art."

The best specimens of the architectural skill of Byzantine workmen are the churches they built. These are of two types; viz., the Christian Basilica and the Domed Church. Let us



Fig. 2. San Apollinare in Classe.

try to get an idea of each type by looking at representative buildings: In Ravenna, Italy, is an old basilica of the sixth century, called San Apollinare in Classe. Fig. 1 shows its

\*NOTE.—The Greek letters in the word for fish are the initial letters of "Jesus Christ, of God the Son, the Saviour."

exterior. Notice the bell tower, standing apart from the rest of the edifice. In later times, the tower developed into the graceful Gothic spire. Notice the part of the building shown in the foreground of the picture—the lower part with four windows visible. That gives within the building a semicircular recess, called an apse—a characteristic feature of Byzantine architecture. (See Fig. 2.) In the old Roman basilica, the apse was the place where the court sat to administer justice; but there it was separated from the main space by transverse rows of columns.

The ceiling shows the timber work of the roof. This was, in many cases, richly gilded. Notice the supporting columns combined with the arch, and the great breadth of the central aisle or nave. In the old Roman basilica, the central portion was not always roofed.

The walls of San Apollinare were originally covered with rich marbles. Byzantine workmen had a way of cutting marble into thin slabs, and then arranging small pieces of it so as to make beautiful patterns of the veinings. But the marble facings were taken away long ago.

The Mosque of St. Sophia, at Constantinople, is the noblest representative of the domed church. It was built by Constantine, and, after having been twice partly destroyed by fire, was re-built by the Emperor Justinian, on the present magnificent scale. It was meant to be the finest temple the world had ever seen. Some of the best houses in the city were bought, and razed to the ground, that there might be plenty of

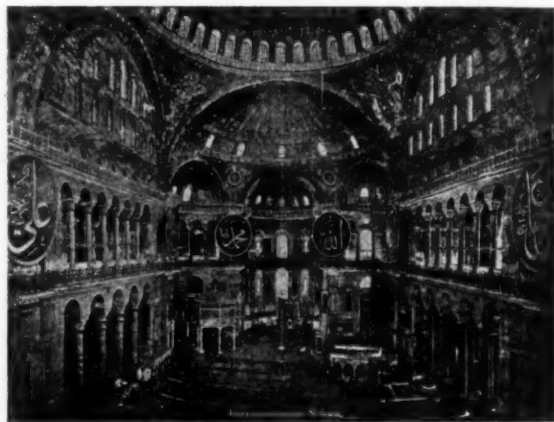


Fig. 3. Mosque of St. Sophia.

room. New taxes were laid, to obtain the profusion of gold, silver, ivory, and precious stones with which the temple was decorated; and beautiful columns were stripped from ancient monuments of architecture to adorn it. Eight columns of antique marble were sent from Ephesus, and eight more, of porphyry, from Rome. Great was the interest in the building. When it was completed, Dec. 27, 537, the emperor entered, mounted the splendid pulpit that had cost a year of revenues from Egypt, and, extending his hands, said: "Glory to God, who has judged me worthy to accomplish so great a task. Solomon, I have surpassed thee!" So we may be sure the temple was indeed magnificent.

On the outside, St. Sophia seems ordinary. The great dome, 177 feet high, and 106 feet across, is rather disappointing to look at; but within, one sees why the cupola was considered the glory of Byzantine architecture. The arch overhead is like the firmament of a smaller world. Once the dome and walls were covered with mosaics, picturing different Biblical subjects and stories, on rich backgrounds of blue and of gold. These pictures were intended to benefit those who could not read. When the Turks took possession of the church, and turned it into a mosque, they whitewashed the mosaics, and set up their own Mohammedan emblems.

Fig. 3 gives a glimpse of the interior of St. Sophia, looking toward the eastern apse. The dome is supported upon four great arches, three of which show in the picture. Notice the small windows around the base of the dome. This was an entirely new way of lighting an interior. It added greatly to the airy effect of the construction, and gave "a glory of light" in the central space.



The columns in the gallery at the right of the picture show a capital that was distinctly Byzantine; i. e., a square-topped one, tapering to the neck of the column. Sometimes the edges of such capitals were rounded off, sometimes not. They were almost always covered with rich tracery of interlacing patterns.

Fig. 4 shows the outside of a domed church, St. Mark's in



Fig. 4. St. Mark's, Venice.

Venice. This belongs to a later time than the Mosque of St. Sophia; it was completed in the 11th century, just before Byzantine fashions began to give place to others.

The ground plan of St. Mark's is a Greek cross—sign of redemption. Every work of the Byzantines, whether in architecture, or ornament, was symbolic. They never tried to make things beautiful for art's sake alone; that, according to their ideas, was a heathen practice. St. Mark's has five domes—a large one in the center, emblematic of our Lord, and a small one over each arm of the cross, representing, respectively, Matthew, Mark, Luke, and John. In the picture one small dome is quite hidden; but a little of the slender cross with which it is tipped, shows, just behind the main one.



A Border in the Mosque of St. Sophia.

Fig. 5.

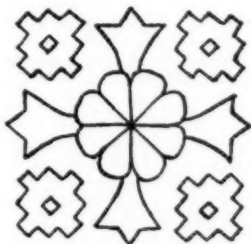


Fig. 6.

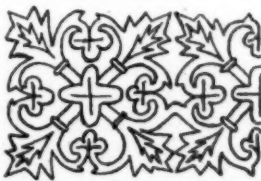


Fig. 7. From a Capital in St. Mark's.

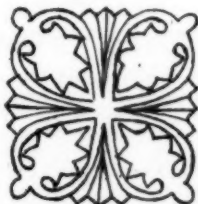


Fig. 8.

In Fig. 2, above the windows of the apse, you can see a little

of the Byzantine mode of decoration. There is the Good Shepherd with the nimbus of power about his head, in the midst of his flock. Pictures like this were mosaics made of little cubes of paste, artificially colored, covered with glass plates, and baked until solid. The gilt cubes of the background have a film of gold under the glass. The figures represented in these mosaic decorations were, of course, stiff and conventional, but the color effects were rare and fine—"like that of a crimson and purple sunset on a background of gold."



Fig. 9.

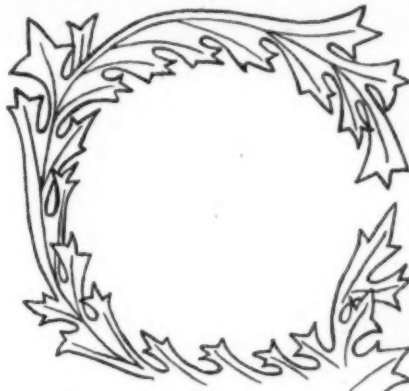


Fig. 10. Portion of Running Pattern.

The interior of St. Mark's stands foremost in the preservation of the original color effect. The mosaics gave way in later times to fresco painting, which was "parent to the art of Italy."

It is proof of the ingenuity of the Byzantines that, in spite of the restrictions of their religious ideas, they made such beautiful designs for ornament, always weaving in the favorite symbols. We find the serpent, reminder of the fall of man, twisted around capitals; tree-like forms, emblematic of life in Eden; conventional lily-forms, representing purity, and so on. The foliage commonly used was either a broad-toothed acanthus leaf, which, in a running pattern, was thinly carried along over the stems (Fig. 10), or the vine with grapes. The trefoil and quatrefoil constantly occur—the one emblematic of the

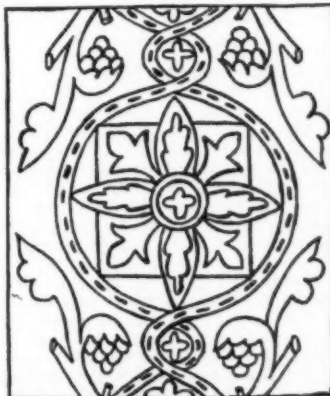


Fig. 11. Stained Window in a Boston Church.

Trinity, and the other representing the four evangelists.

Figs. 5, 6, 7, and 8 show some of the ways in which the cross was represented in ornament. Fig. 9 shows a tree form.

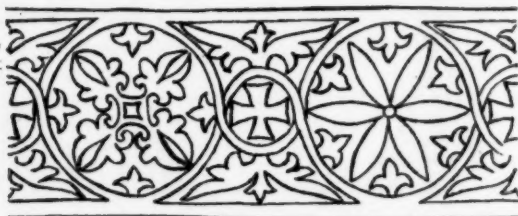
Fig. 12 is a picture of an old marble screen in Ravenna. In it are the circle, everywhere the sign of our Lord, the quatrefoil, the cross, and interlacing bands. The birds are probably meant for pelicans. There was an old legend that this bird would tear open its breast, to revive its dying, young with its own blood. Hence its place in early Christian ornament.

It is always interesting to find traces of historic ornament in modern things. In one of the new churches in Boston I sketched, the other day, the design of a stained-glass window. (Fig. 11.) It is purely Byzantine. Two of the iron gates in the Boston public library show patterns first used in the middle



Fig. 11. A Marble Screen in Ravenna.

ages, by Byzantine workmen—indeed, these designs seem especially adapted to iron work. If you look, you will see them



Byzantine Border.

everywhere. Even when you stand over the register to warm your feet, you very likely step on the sign of the cross.

## Printing Press in the Chicago Schools.

By Daniel A. Fear, Principal Fernwood School.

For some years the Chicago normal school, formerly the Cook county normal school, has used a printing press in connection with the school work. The advantages were so evident that a number of the schools in the city have purchased presses. One of the first of the public schools to secure a press was the Washington school, where one has been in use since October, '96. Now there are presses in perhaps a dozen different schools. Some of these do work for several schools. They are used, principally, for supplying suitable supplementary reading matter for the lower primary grades.

### ADVANTAGES.

Among the advantages claimed for the printing press are: first, that a class can be supplied with just what it needs at any given time; second, and chiefly, the reading matter is developed in the class. The thought and sentences are the ones given by the children themselves. Third, instead of the child's coming in contact with new and strange words in the lesson, he is dealing, in printed form, with the words of his own vocabulary, or, at least, with words which he has learned to use intelligently in conversation. Thus, instead of adapting the child to the reading matter, the reading matter is adapted to the child.

Besides this reading matter developed by the pupils, the class can be supplied with any other matter which will correlate with their work. Beautiful poems, myths, short stories, abridged biographies, and anything of interest to the children may be prepared for class work.

Nor is the work confined to the primary grades. Selections, outlines, synopses, or suggestions may be prepared for any grade. In fact, the advantages of the printing press to the school are limited only by the time and resources of the teacher.

### A SCHOOL PAPER.

In several of the schools, the pupils of the eighth grade edit and publish a school paper. All this work is done by the pupils. They prepare the copy, set the type, correct the proof, do the press work, and distribute the papers. In some cases, enough advertising matter is secured to more than pay all the expenses connected with issuing the paper.

### MANUAL WORK.

In the judgment of some teachers, the greatest value of the printing press comes to the pupils who do the work. The development of manual skill, the ability to do a thing, and do it right, is held to be as truly educative as intellectual training. There is, perhaps, no other way by which a pupil may

be made to realize so keenly the importance of form—paragraphing, capitalization, punctuation, spelling, etc. Every error stares him in the face when he sees it in print. He will work long and carefully to present a perfect proof.

### EXPENSE.

The expense of a press is not great. Of course, one may buy an elaborate outfit; but this is not necessary. The press in the school where the writer teaches was purchased by three principals, and does the work for four schools. A small, second-hand lever press was secured, furnished with all the accessories. New type was purchased. The total cost was about twenty-three dollars. This included only large type for lower-grade work. To buy a variety of type, suitable for all kinds of school work, would cost, probably, from ten to fifteen dollars more. An entire new outfit would cost about fifty dollars. Where the principal cannot afford to buy an outfit, the money is sometimes raised by a school entertainment, or by private subscription. In the selection of type, great care should be taken. A large, clear, open type should be chosen for the lower-grade work. For this work, eighteen point is a good size. For intermediate and grammar grades, twelve point is suitable. Small type is a strain to the eyes.

### LEARNING THE WORK.

The first work done should be very simple. With a little instruction, pupils soon learn to set type very well, though it is a long time before much speed is acquired. Correcting the proof and running the press require more skill. The school is fortunate which has among its older pupils one who has had some experience in such work. Still, pupils will learn to do it well.

The question may arise as to when the pupils shall do this work. In one school in the city, the pupils work at all hours—before school, during school, at noon, after school, and on Saturday. A schedule is posted, giving each pupil's time for work, which is not allowed to interfere with his recitations. The work is voluntary, and is done by both boys and girls.

The pupils are very much interested in the work, and, if allowed, will sometimes neglect their duties for it. Pupils who are notoriously lazy will work enthusiastically at printing. The "bad boy" in this school, who had exhausted the patience of his teacher and the ingenuity of the principal, will miss his recess, go home late to lunch, and remain after school, to work at the printing press.

The press has proven its efficiency, and is in the Chicago schools to stay. Many principals are planning to get an outfit. The day is coming when it will be regarded as a part of the necessary equipment of every school.

### The Heavens in April.

During the month of April, the Great Dipper will be found almost directly overhead. Lyra is in the northeast, near the horizon, with Hercules to the south. Boötes is in the east, and rather high. Virgo is in the southeast, on the horizon, with Scorpio just below it. Others in the southeast are Sirius and Orion. Taurus is in the northwest, near the horizon, just below Auriga, and near Perseus. Cassiopeia is below the pole star.

On April 10, Mercury comes to its greatest elongation. Then for the rest of the month it can be seen slowly setting in the thickening twilight—the prettiest vision of Mercury that will be seen through the whole year. It comes to conjunction with the sun on the first of May.

Venus now becomes an evening star, and occupies nearly the same region as Mercury. Until the 18th, Mercury is east of Venus, but then it passes south, toward the sun.

Mars is a morning star during the month, but is so far away from the earth that it is not attractive.

Jupiter is in a still better position for observation than last month, being well above the horizon at sunset. On April 12, Jupiter is distant from the fourth magnitude star, Eta Virginis, only half of the moon's diameter.

Saturn rises about 9 o'clock toward the end of the month. It is in Scorpio, and moves about 1 degree west during the month.

Uranus precedes Saturn by about half an hour, and moves toward the west.

Neptune is in the eastern part of the constellation Taurus.

### That Historic Lamb Again.

Mrs. Thomas G. Copp, of Eldora, Iowa, says the St. Paul "Pioneer Press," has some yarn that was spun from the wool of the original "Mary's little lamb." The original Mary, Miss Mary Sawyer, was born in Sterling, Mass., in 1806. Three verses of the poem were written by John Naulson, and two more verses were added by a Mrs. Townsend. From the wool of the lamb, Miss Sawyer made two pairs of stockings, and, in 1880, at a church fair at Sterling, she consented to unravel the stockings. Mrs. Copp was present, and, being an old acquaintance, secured the yarn. Miss Sawyer died in 1890.



## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING APRIL 9, 1898.

The world is slowly awakening to the fact that teaching is a profession and is more ready than ever before to give it due respect. Perhaps the most significant evidence of this fact is the readiness with which committees respond to demands for increasing the salaries of teachers. There was a time, and this still lingers in some parts of the country when servant girls' wages were considered more than sufficient.

In Chicago, salaries of teachers were increased a few weeks ago, and now New York city has brightened the prospects of its public school teachers by passing the Ahern bill. It is strange that the latter bill should have met with a strong opposition from the board of education. It is an absurd reflection upon the logic of these opponents. Do they believe that teachers are receiving enough pay? If so, their notions of educational work must be very low. Are they afraid that the teachers at present employed are not worthy of better treatment? If so, these commissioners have not done their duty in removing the unfit. Have they a suspicion that a knowledge of the certainty of an increase of salary after a specified number of years will dampen professional ardor and tempt teachers to abandon all studies for self-improvement? If so, the present school organization is wrong and should have been changed long ago.

How is it that a business man does not find it necessary to let his employes undergo a formal examination before making any promotions or giving an increase of salary? The methods of the board of education ought to be patterned on those of large business houses. These methods they can be expected to know. If they feel that in educational matters educational methods ought to be employed, the present boards of education throughout the United States might as well resign to make room for professional boards. As at present constituted, these boards are charged merely with the outer affairs of the schools, and all these ought to be conducted on a strictly honest and honorable business basis.

The teachers, wherever they are, whose salaries have been increased, are receiving no more than their due, and not even that, as schedules stand at present. The fight for better pay will and ought to go on, not because of any existing dissatisfaction or discontent, but because every victory in this direction will bring us nearer to our goal—universal recognition of teaching as a profession.

It has often been urged in these pages that the people must be interested in the means employed to benefit them. One of the great objections to compulsory education is the apparent determination to benefit the child whether his parents like it or not. A means of broad education is proposed in the College Settlement; but there is no good reason for using the term

"college;" it is a mode of education where a number of men and women, proposing to be teachers, live among those to be taught. There is a tendency for the wise, cultivated, ignorant, and vicious to congregate. "Birds of a feather flock together" has its moral and social applications. In the poorer wards in New York, when the public school closes, the teachers hide themselves away; they are willing to work there, but not to live there. In some way the people there must be interested in self-advancement. How shall it be done?

### Important Educational Meetings.

April 12-14.—Ontario Educational Association, at Toronto, Canada. Robert Doan, Toronto, secretary.

April 13-15.—Alabama Educational Association, at Montgomery.

April 15-16.—Central Texas Colored Teachers' Association, at Martin.

April 22-23.—Northwestern Iowa Teachers' Association, at Sioux City. Supt. H. E. Kratz, Sioux City, president.

April 22-23.—Second District Educational Association, at Hopkinsville, Ky., Livingstone McCartney.

Trans-Mississippi Educational Convention at Omaha, Neb., in June.

June 29-July 1.—Ohio State Teachers' Association, at Put-in-Bay.

July 5-8.—American Institute of Instruction at North Conway, N. H. George E. Church, Providence, R. I., president.

July 7-12, 1898. Meeting of the National Educational Association, at Washington, D. C., Supt. James Greenwood, Kansas City, Mo., President; Irwin Shepard, Winona, Minn., secretary.

April 6-8.—Northwestern Wisconsin Teachers' Association at Chippewa Falls.

April 7-9.—Northwestern Kansas Teachers' Association at Leavenworth.

April 22-23.—Missouri State School Board Association, at Carthage. F. G. Ferris, Moberly, Pres.; C. L. V. Hedrick, 31st and Holmes Street, Kansas City, Sec'y.

April 29-30.—Western Nebraska Educational Association, at Sidney.

April 29-30.—Northern Illinois Teachers' Association, at Rockford.

May 4-6.—Western Drawing Teachers' Association, at Detroit, Mich.

June 28-30.—Illinois State Teachers' Association, at Belleville.

June 29-July 2.—Georgia State Teachers' Association, at Cumberland Island, Dr. P. D. Pollock of Mercer University, Pres.; Mrs. M. A. Lipscomb, Pres.; Lucy Cobb, Sec'y.

July 29-July 1.—West Virginia State Teachers' Association, at Wheeling.

### Summer Schools.

Primary Methods in Language, Reading, Number, and Seat Work. Miss Ada Van Stone Harris, Supervisor of Kindergartens and Primary Schools, Newark, N. J.

Martha Vineyard Summer Institute, at Cottage City, Mass. Begins July 12. Address W. A. Mowry, President, Hyde Park, Mass.

Michigan State Normal School. Summer session, June 27-August 5. Address Pres. Richard G. Boone, Ypsilanti, Mich.

Cook County Normal Summer School. Three weeks, beginning July 5. Address W. S. Jackman, 6910 Perry avenue, Chicago.

New York University. Summer Courses, July 5-August 13. Address Charles B. Bliss, University Heights, New York city.

The New School of Methods for 1898. Two sessions, east and west. Eastern school at Hingham, Mass., July 18-30. Western school at Chicago, August 1-13. Address American Book Company, or C. C. Birchard, manager of New School of Methods, Washington square, New York.

The summer quarter of the University of Chicago will begin July 1. Address the Examiner, University of Chicago, Chicago, Ill.

Summer School of Cornell University, July 5-August 13. Address A. F. Weber, secretary, Ithaca, N. Y.

The H. E. Holt Normal Institute of Vocal Harmony. Address H. E. Holt, Lexington, Mass.

University of Michigan Summer School. July 6 to August 17. Address E. A. Lyman, 325 East Liberty St., Ann Arbor, Mich.

Summer Normal School at Petoskey, Mich. June 1 to October 1. M. O. Graves, principal, Petoskey.

Benton Harbor College Summer School. June 13 to August 5. G. J. Edgcombe, principal.

Summer Term of Kindergarten Training School at Grand Rapids, Mich. July and August. Address Clara Wheeler, Secretary, 117 Barclay St., Grand Rapids.

Summer Normal at Cortland, Ohio. Six weeks. Address L. E. York, Clark University, Worcester, Mass.

School of Expression. Summer Terms: Montague, Cumberland Mountain, Term, in July; Boston, Mass., in August. Address School of Expression, 438 Boylston Street, Boston.

New York State Summer Institutes, at Thousand Island Park, Greenport, and Ithaca, July 11 to 29.

Clark University Summer School. Worcester, Mass., July 13-27. Address Louis M. Wilson, Clerk, Worcester.

Massachusetts Institute of Technology. Summer Courses during June and July. H. W. Tyler, Sec'y, 491 Boylston St., Boston.

### Indianapolis is Looking for a Superintendent.

Indianapolis, Ind.—The board of school commissioners failed to re-elect its present superintendent, David K. Goss, by a vote of 8 to 3. The opposition to Mr. Goss has been developing for some time, and had already assumed formidable proportions last year. It is urged that Mr. Goss has not the qualities necessary to make him a successful superintendent. His preparation lies in the line of history, and not pedagogy. It is also held that there is too much friction between himself and the teachers on one hand and the patrons on the other. Mr. Chas. E. Emmerich, principal of the Local Industrial Training school, has been most persistently mentioned for Mr. Goss's place. It is felt that Mr. Emmerich was not elected because the board of school commissioners did not want to endanger the welfare of the Industrial Training school by taking from it the man who has made it such a signal success.

A committee was appointed, consisting of Commissioners Henry Russe, Dr. Allison Maxwell, and A. Baker, to correspond with possible candidates for the superintendency, and to report to the board at a meeting set for the first Friday in May.

### The Outlook Bright in St. Louis.

St. Louis, Mo.—An evidence of the energy which Supt. Soldan's administration is injecting into the St. Louis schools is the increased and intelligent attention which is being given, by teachers, principals, and supervisors, to the work being done elsewhere. Each of the assistant superintendents—Foster, Murphy, and Blewett—the three primary supervisors, and the head supervisors of drawing have been to one or the other of our great cities and returned, burdened with evidences of what teachers are doing there. The tenor of their reports has been conservative; much has been seen which is richly suggestive and well worthy of incorporation; much that was striking and interesting, but whose results, so far as they could be, traced into the higher grades, did not fulfil the expectations aroused by them.

### Prizes for the Study of the Toad.

Worcester, Mass.—Two prizes have recently been offered here for the study of the toad. One is by Prof. C. F. Hodge, of Clark university, and the other, by the Massachusetts Federation of Woman's Clubs. The prizes are of \$15 and \$10, and will be awarded by a committee from the university by Nov. 1. All essays must be sent to Prof. Hodge, on or before Oct. 1. Each essay must bear an assumed name, and must be accompanied by a sealed envelope, having the assumed name on the outside, and containing the real name and address of the writer within. This envelope must also contain the name and address of the teacher whose school the child has attended during the year.

Competition is open to all public school children in the state. Prizes will be awarded for the best original observations and experiments of the pupil. These should cover the different phases in the life-history of the species, noting at each phase the value of the animal to the community, such as the work the tadpoles do in cleansing our surface waters, the devouring of insects by the toads, etc.

An interesting work of reference on the subject is Mr. Kirkland's bulletin, "The habits, food, and economic value of the American toad," issued by the Hatch experiment station, Amherst, Mass., April, 1897.

### The Stereopticon in Connecticut.

Norwalk, Conn.—A series of free stereopticon lectures is being given here for the benefit of the school children. The lectures are held in the afternoon, and are under the auspices of the churches. The subject is "Travel in the United States, Alaska, Canada, Mexico, and the Countries of Europe." Much interest has been awakened, and excellent results are expected.

### Newark's Ungraded School.

Newark, N. J.—An ungraded school for incorrigibles, vagrants, truant, and those mentally deficient, has recently been opened, under the charge of Miss M. Ida Dean. Miss Dean says the government will be entirely by moral suasion, and the police will not be in evidence. The school-room is to be decorated with the products of the land, and boys will have heroic examples held up to them for their emulation. Manual training will be particularly emphasized, together with drill work and physical culture.

### The Practical Value of Nature Study.

Boston, Mass.—Mr. George T. Powell, of Ghent, N. Y., recently delivered a lecture before the Massachusetts Horticultural Society on the value of nature study in the public schools. He remarked upon the astonishing migration from the country to the cities in the last few years, and the dissatisfaction of the farmers.

In New York, a committee of prominent citizens attempted to improve the agricultural conditions of the state.

In Westchester county, a series of agricultural schools was held for farmers, in the winter of 1896. Lectures on natural

science were given, and plant, insect, and animal life was treated.

Half a dozen strawberry plants were given to all school children in the county, together with a circular discussing its planting, the various parts, its economic value, and the like. Insects were studied with the plants. The interest was so great that requests for similar work came from all over the state. Finally, the work was given to Cornell university, which is now carrying it on. A large number of schools have received lecturers, leaflets have been issued, and teachers' institutes have aided in the work. As a result, there is more of an interest in scientific farming, and a wholesome spirit of inquiry and activity.

### Teachers' Pensions in Cleveland.

Cleveland, O.—The committee appointed a year ago to propose a scheme for creating a pension fund, has reported. It favors taxing teachers one per cent. of their salaries, using the money paid in by non-resident pupils' examination fees, also fines inflicted upon persons for employing minors, or selling tobacco and liquors to them, and securing the \$20,000, more or less, now paid annually from the educational fund to the police fund.

### School Expenses in Brookline.

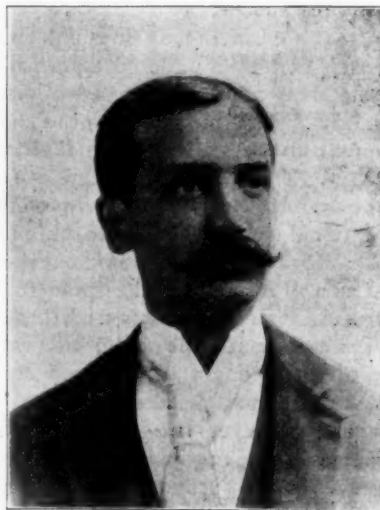
Brookline, Mass.—The cost per pupil in the schools has been for the last few years about \$40. This is rather large, owing to the fact that large sums expended in making permanent repairs, and the like, are included in the estimate.

Considering the cost of living in Brookline, the maximum salary of \$700 is small; and relatively no more than \$600 in Somerville, or \$620 in Newton.

The average number of pupils per teacher in the high school is 21, in the grammar schools, 35, in the primary schools, 34, and in the kindergartens, 20.

### Banking in Buffalo Schools.

C. N. Millard, supervisor of the grammar grades in Buffalo, has started a banking system in the eighth grade. The pass-books, check-books, deposit-pads, etc., have been furnished to the 2,500 pupils by the city bank, through its president, Mr. William C. Cornwell. Supt. Emerson has had printed \$50,000 in bills of various denominations up to \$50. In the front of the bank-books are printed directions, in simple language, for keeping a bank account. These include full instructions about depositors, the making of checks, the conduct of the business, etc.



C. N. Millard.

Mr. Millard has formulated a course of study, which has been given to the teachers in all the schools of the eighth grade. This includes talks to the class about banks, what they are, the different kinds of banks, the officers, etc.; the depositing of money, starting an account, and the use of the bank-books; paying checks and making them out, indorsement, and drawing money; and the practical operation of the system in a school bank.

### Court Sustains Principal.

Cambridge, Mass.—Judge Almy, of the third district court, sustained Prin. J. W. Freese, of the Washington grammar school, on a charge of assault on Matthew Corkery, a pupil of the school. Corkery claimed that the principal pushed him down three or four stairs. He admitted that he was not injured. Judge Almy said, that, under the circumstances, it would be monstrous to find for plaintiff.



## New York City.

### Effect of the Ahern Bill.

The Ahern salary bill, petitioned for unanimously by the teachers of New York city, has passed the legislature and been approved by Mayor Van Wyck. There is little doubt that Gov. Black will sign it, and that it will become the law.

How will the bill affect salary schedules? Will it do away with examination of teachers for promotion? Will it take the place of the present schedule of Manhattan-Bronx? are questions which teachers and members of school boards are asking.

It will not do away with examinations for promotion, according to Mr. Little, of the school board of Manhattan-Bronx, as expressed to a *School Journal* representative; but it will do justice to a large body of deserving teachers whose interests are not properly taken into account under the present schedule. Mr. Little is further of the opinion that the Ahern bill and the present salary schedule will work together, side by side, to the interests of both teachers and the schools.

On the other hand, a prominent member of the school board of Manhattan-Bronx, whom *The School Journal* interviewed, is in doubt whether the Ahern bill does not do away entirely with the present salary schedule, and its plan of promotions.

Here are the important features of the Ahern bill, which applies to all the public school teachers of the boroughs of Manhattan-Bronx and Brooklyn:

#### THE AHERN BILL.

"No regular teacher in the public schools of the boroughs of Manhattan, Bronx, and Brooklyn, shall be paid a sum less than \$600 per year; nor shall any teacher after ten years of service in the public schools of said borough receive less than \$800 per annum; nor shall any teacher after fifteen years of service in said schools receive less than \$1,200 per annum; and no vice-principal, head of department, or first assistant in said schools shall be paid less than \$1,400 per annum; and no male teacher after twelve years of service in said schools shall receive less than \$2,100 per annum; and the salaries of women principals in said schools shall be increased by the addition of \$250 in each year until they receive the sum of \$2,500 per annum; and the salaries of male principals in said schools shall be increased by the addition of \$250 in each year until they receive the sum of \$3,500 per annum; and no woman principal of ten years' service as principal in said schools shall receive less than \$2,500 per annum. This act shall take effect immediately."

The bill amends section 1091 of the Greater New York charter and provides, with the exceptions noted above, that each school board shall have power to fix the salaries of the teaching staff in its own borough, which salaries must be "regulated by merit, by the grade of the class taught, by the length of service, or by the experience in teaching of the incumbent in charge, or by a combination of these considerations."

#### GOOD FEATURES OF THE BILL.

In the first place, the bill raises the minimum salary now paid to a regular teacher in Manhattan-Bronx from \$573, the figures of the present salary schedule, to \$600. In the next place, the bill provides that no teacher ten years in the schools shall receive less than \$800, which is, indeed, little enough. Many deserving teachers are now teaching longer than ten years in the New York schools for less than this minimum. In the third place, it makes \$1,200 the minimum salary for women teachers after fifteen years' service. At the same time the bill does not interfere with the teacher's more rapid progress in salary under the present system, if she chooses to take the examination provided by the board. If she passes examinations, she may, in three years after appointment as a regular teacher, receive \$726; in two years more, \$872; in two years more, \$1,056; and in two years more, \$1,290. So that a teacher who passes examinations for promotion gets, in twelve years, \$90 more than a teacher in fifteen years gets without written examinations under the Ahern bill. The advantages of the latter, however, is, that it puts teachers, long in the service, who have had no opportunity for promotion, at once more nearly where they belong.

#### HOW IT AFFECTS MEN TEACHERS.

In twelve years, including the probationary year, a man teacher may, on passing the school board's examination, get a salary of \$2,160. The Ahern bill provides that he shall receive this salary after twelve years' service, without any written examination. Thus, men who have been in the system for twelve years, or more, who are now receiving smaller salaries than the present maximum, will be put at once on salaries of \$2,160.

Will men in the system less than twelve years be required to take examinations for promotion under the present salary schedule? They will if the schedule stands, and the two plans work side by side. If, however, the Ahern bill does away with the present schedule, a teacher might be compelled to wait

till he had taught the full twelve years before receiving any promotion, in the opinion of a member of the school board. This is manifestly unjust, however, and will no doubt be remedied, if found to be true.

#### FUTURE EXAMINATIONS.

If examinations are to be held under the present salary schedule, the first one will take place in May; but, as far as can be learned, the superintendents are, at present, taking no steps to prepare for it. The whole question of examinations for promotion is likely to be overhauled, the superintendents claiming that the matter of promotion of teachers is given to them by section 1081 of the city charter, while examinations for teachers' licenses is in the hands of the Central board of education. That being the case, applicants for license to teach in the schools will be examined by the Central board of examiners, to be appointed by the board of education next Wednesday; while applicants for promotion and increase in salary will be examined—if at all—under the direction of the borough superintendents. This will involve an abolition of the three-license system passed by the borough school board of Manhattan-Bronx.

The New York City Teachers' Association is largely responsible for the successful passing of the Ahern bill, its most vigorous champions being Mrs. J. J. Hill, Chairman Ettinger, of the committee on teachers' interests, and Dr. J. P. Conroy.

#### Corporation Counsel Whalen's Opinion and the Schools.

How will the opinion of Corporation Counsel Whalen, that the city has reached its debt limit, affect the public schools? This question was asked Mr. J. J. Little, of the finance committee of the Manhattan-Bronx school board, by a *School Journal* representative. Mr. Little replied, that, in his opinion, not at all unfavorably, at the present time, the legislature having recently granted the school board an appropriation of \$10,000,000, \$8,500,000 of which is valuable for building new school-houses for the elementary grades, and \$2,500,000 for the high schools. How the corporation counsel's opinion may affect the schools after the \$10,000,000 has been spent is another matter.

#### Vacancies in New York Schools.

One hundred vacancies in Manhattan-Bronx schools are waiting to be filled by would-be teachers, who cannot be examined for their positions till the board of Central examiners has been appointed by the board of education. Half a dozen principalships are also vacant, awaiting principals who cannot be appointed for the same reason.

#### Alumnæ Science Class Field Days.

Nine field days on successive Wednesdays, beginning April 6, have been arranged by the spring science class of the Associate Alumnæ. Mrs. John I. Northrop is the leader. Dues for the class are \$1.50 to Alumnæ members; \$2 to others. Mrs. Northrop will also conduct the class for teachers on Saturday mornings, in connection with her course, before the Teachers' Association. Dues are payable immediately to Miss E. O. Long, 442 East 87th street.

#### Male Assistants' Association Revising its Constitution.

At the meeting of the Male Assistant Teachers' Association Saturday, important amendments were introduced to the constitution, which will be voted upon at the next regular meeting. These amendments provide for monthly meetings of the association, and for ten standing committees of five members each, the chairman of each of which shall be a member of the association's board of direction. Among these are a committee on state legislation, on local legislation, on lectures, on teachers' grievances, and on library. Provision is made for regular reports by the board of direction and for a record of paying members; the rule in future being, no pay, no vote.

It is the intention of the committee to revise the constitution, whose chairman is Mr. Emil Newman, that the Male Assistant Teachers' Association shall become the efficient champion of the interests of every teacher in Greater New York.

#### Free Art Class Closes.

Dr. Haney's free art class at P. S. No. 77 closed last Saturday with an excellent exhibition. All who took part in the class seemed pleased with the results of their work.

#### Teachers' Provident Association.

The adjourned annual meeting of the Teachers' Provident Association will be held in the house of the American Book Company, Washington Square, N. Y., on Saturday, April 9, 1898, at 2 P. M. sharp.

The election of five members of the board of directors, together with other important business, will be transacted. Members are earnestly invited to attend.

E. O. Hovey, President.  
W. C. Sandy, Secretary.

### Powers of the City Superintendent.

The powers of Supt. William H. Maxwell are commensurate with his responsibilities. He holds his office for six years, and his power is almost unlimited. He has under his charge, and directly responsible to him, all the borough superintendents and their assistants. They must come together at any time he may wish to consult or advise them regarding the schools. If they refuse to submit to his ideas, and carry out his instructions, he can prefer charges against them to the borough board. If he fails to get his contention upheld here, he can take the whole matter before the city board of education.

The superintendent also has a great deal of power over the schools themselves. He has the right to visit them whenever he wishes, and to make rigid investigations as to their methods. While he cannot personally interfere with these methods, he can report to the board of education, and ask them to take action in the matter.

In regard to teachers' qualifications, the borough boards and superintendents shall submit their views as to the qualifications needed in their own schools to the city superintendent, who may suggest the standard he desires. The board of education shall finally pass judgment upon the question.

The charter also gives the superintendent the power to appoint a board of examiners, to consist of four members, whose duties and qualifications were outlined in *The School Journal* of March 20. The superintendent himself is also a member of this board.

The city superintendent shall issue certificates in his own name, and define the borough in which the holders are entitled to teach. He has the appointment of as many clerks as he wishes, and has the power of removal for cause, subject to appeal to the board of education. He has control of all supplies and material required for school work. The charter gives him power to recommend for retirement such teachers as are physically or mentally incapacitated for their work. These, if they have taught thirty years if women, thirty-five years if men, shall be retired by the board on half pay. Brooklyn teachers come under their own pension law. The annual report of the superintendent shall give an account of the work done, and suggestions in regard to new and better methods for the future.

### Free Libraries to Supplement School Libraries.

The committee on studies, of the board of education, has presented a report to the board recommending that the principals, upon application to the committee on studies, be allowed to supplement their school libraries by the use of books from the free circulating libraries. These books must be contained in the present catalogue of books authorized to be used in the school libraries, or in such additions to the catalogue as may be made by the board. Directors of libraries are requested to submit to the board for approval lists of proposed books, and such books as the board approves will form additions to the catalogue. The board of education adopted the report.

### The New York Society of Pedagogy.

Mr. Hyatt will conduct his first field class on Wednesday, April 13. Teachers will meet at Van Cortlandt Park station, at 4:15, P. M. Those who come later will have no difficulty in finding the party, as it is Mr. Hyatt's plan to keep near the station. Trains for Van Cortlandt on the Putnam road leave 155th street terminus. (Take Sixth via Ninth avenue elevated.)

John W. Davis, Recording Secretary.

### New York Suburban Educational Council.

The council will convene in Room 1, New York university, Saturday, April 16, at 11 A. M. This being the last meeting of the season, the time will be used for reports and discussions by members of the council, concerning features of school work which they have found especially successful. Each member is requested to be prepared to report his experience on one or more of the following: Tardiness, attendance, discipline, yard and street deportment, co-operation of pupils, promotions, opening exercises, entertainments, report system, exhibits, care of school property, spelling, reading, writing, arithmetic, manual training, patriotism, current events, etc.

James M. Grimes, Secretary.

### New York Schoolmasters' Club.

The next regular meeting will be held at the St. Denis, corner Broadway and 11th street, Saturday evening, April 9, 1898. Supt. Samuel T. Dutton, of Brookline, Mass., will address the club on "Educational Co-operation."

Mayor Fiske, of Mount Vernon, has vetoed the budget of the board of education. It called for \$119,848, as against last year's estimate of \$92,343.50.

Supt. Maxwell was given a dinner by the Hamilton Club Thursday evening, March 31. Pres. McKeen, of the club, presided, and speeches were made by Supt. Maxwell, Pres. A. S. Draper, State Supt. Charles R. Skinner, Justice Augustus Van Wyck, and Henry W. Maxwell.

### School Board Opposed to Ahearn Bill.

The school board of Manhattan-Bronx, at its meeting Wednesday afternoon, voted, 12 to 4, against the Ahearn bill, as being an "unnecessary and unwarranted interference with the powers delegated to the board by the charter," because "it increases salaries without regard to record or merit," and because "the increases provided for are separated by long intervals, and it will be found impossible to arrange and graduate the salaries for the periods intermediate so as to present a complete and just schedule of salaries." The board asked Gov. Black to refuse to approve the bill, Messrs. Kelly, Ketchum, Little, and McSweeney voting in the negative.

It is the general impression of teachers who favor the Ahearn bill that the governor will sign it. They are also sure that the bill will not, if it becomes law, take the place of the present salary schedule and its examinations for promotion, except as it fixes certain minimum salaries. The comptroller is reported as saying that he will not recognize two salary schedules.

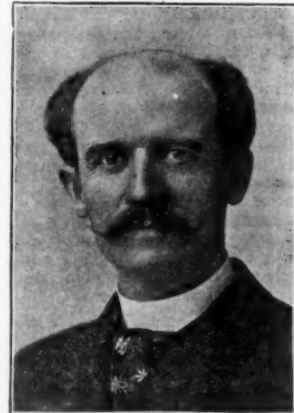
The board voted, 10 to 6, not to pay salaries to special teachers, usually paid by the hour, for the four days preceding Good Friday of the special spring vacation. Those voting to pay were: Adams, Bannard, Kelly, Little, Mack, and Rice.

The two departments, P.D. and G.D., of No. 80, were consolidated, and the committee on studies was granted leave to withdraw its recommendation for the retirement of the principal of No. 80.

### Brooklyn's New Superintendent.

Associate Supt. Edward G. Ward, who is well known throughout the country as the author of Ward's "Method of Teaching Reading," has been elected borough superintendent of Brooklyn, by an almost unanimous vote. His term of office was fixed at six years, and his salary, \$6,000 a year.

Prin. William T. Vlymen, of school No. 5, was chosen to succeed Mr. Ward as associate superintendent. His term of office is six years, and his salary, \$4,500.



Associate Supt. Edward G. Ward.

### Lecture by Mr. Hughes.

James L. Hughes, inspector of schools, Toronto, will lecture before the Brooklyn Teachers' Association at the boys' high school, Tuesday, April 12, at 4 P. M. His subject will be "Charles Dickens, the Greatest English Educator."

### Applications of School Life.

In the tenement district of Hester street, a few evenings since, six little girls were seen playing a game that seems to be peculiar to that district. Hands were joined, a ring was formed, and the children danced wildly round and round as they sang:

When I was a pupil,  
A pupil was I.  
When I was a pupil,  
A pupil was I.  
With a "Yes, mum," and a "Yes, sir!"  
And a "Please may I go home?"

The ring was broken with the first word of the last line. Each little girl raised her right hand snapped her fingers as she cried the question in a voice of great distress. Then the ring was formed again, and the wild dance repeated, as they sang:

When I was a teacher,  
A teacher was I, etc.,  
With a C-A-T cat, and a C-A-T cat,  
And a C-A-T!

With the beginning of what may be called the chorus, couples were formed. The children faced each other, and, with a great pretense of severity, shook their fingers in each other's faces, and stamped their feet. Then came the singing of the last verse, and the last dance:

When I was a principal,  
A principal was I, etc.,  
With a "Will you be good?" and a "Will you be good?"

The last word was followed by a general shout of laughter. The game broke up with the children making believe to chastise one another, and shouting, "Be good! Be good!" until their breath was gone.

—"New York Post."



## Brief Notes of Live Interest.

Within the last few years the northern and southern Indiana teachers' associations have developed at such a rate that they threaten to dwarf the meeting of the General Indiana Association, which meets at Indianapolis during the Christmas holidays. The Southern Association met last week at Terre Haute, and the Northern Association has just adjourned at Kokomo. Both sections report a phenomenal growth and much enthusiasm.

Buffalo, N. Y.—The suit for \$10,000 for slander, brought by John E. Hinman against Supt. Emerson, has been dropped. Mr. Hinman was removed as principal of school No. 4 by Supt. Emerson, who said he was incompetent, and not fit to preside over the school. Mr. Hinman's lawyer asked discontinuance of the suit, without costs, and it was granted.

New Rochelle, N. J.—A teachers' institute for the commissioner districts of Westchester county will be held at The Trinity Place school, New Rochelle, April 11 to 15. Among the speakers will be Danforth E. Ainsworth, deputy superintendent of public instruction; Prof. Roland S. Keyser, of Jamaica normal school; Miss Mary F. Rogers, of Cornell university; Miss Gratia L. Rice and J. M. Milne, of the Oneonta normal school.

Syracuse, N. Y.—In the high school library there hangs a fac-simile of the Magna Charta, under a panel of portraits of five English authors. In another space is the Declaration of Independence, under a group of American authors.

Philadelphia, Pa.—Pres. Samuel P. Huey, of the board of education, advocates the election of teachers who will devote all their time to the night schools, and the keeping of the night schools open from September to May.

Chicago, Ill.—Preliminary work has been begun on the school census. One hundred and twenty men are employed on the work, at \$3 a day for actual service.

Norristown, Pa.—Mr. William McGeorge, speaking on the selection of teachers at the School Directors' Association, of Montgomery county, said: "He who votes for a teacher contrary to his sense of duty, under the pretext of friendship, popularity, or charity, is guilty of bribery as much as he who takes money, for he is doing that which he knows to be wrong for the purpose of receiving something in return." He included relationship in the list of evils, and held that competency and efficiency should be the only standard for judgment.

Valparaiso, Ind.—Students from the Northern Indian normal school, accompanied by citizens, recently paraded the streets of this city as a mark of their sympathy for Cuba. Premier Sagasta was hanged in effigy, and then burned. Several speeches were made.

Little Falls, N. Y.—A strong agitation is being made for the erection of a new academy building which will meet the requirements of the city.

Bay Shore, L. I.—The school here has lost by resignation Prin. Claude A. Du Vall, who wishes to complete his college course; Miss Ellen Vosburgh, Miss MacMatterson, and Miss Claribel Preston. Charles N. Mulford, of the Lynbrook school, has been elected to succeed Mr. Du Vall.

Ypsilanti, Mich.—Dr. David Eugene Smith, professor of mathematics in the Michigan State Normal college, has resigned his position, to accept the principalship of the state normal school at Brockport, N. Y. The resignation is to go into effect at the close of the present school year.

Miss M. L. Thompson, in lecturing before the Public Education Association on "Voice Training in the Public Schools," said that the first requisite to teaching the proper use of language was instruction in breath production. Right breathing was dependent on the diaphragm, and not on the ten knew its proper use. Nurses often spoiled the speaking voices of children by the tones they used. Each individual was born with a voice which had a meaning of its own; but art could give control of the mechanism of the voice, and after the command of the instrument had been attained, then the child might be taught interpretation. There was no surer way to a love of literature, said Miss Thompson, than through the gift of expression.

Blair City, Neb.—The Washington County and Blair County Teachers' Associations met in this city March 4 and 5. The first morning was devoted to a progressive arithmetic party, the visitors passing through the various grades and noting the work done by the pupils in arithmetic. In the afternoon, a progressive music party was given in a similar fashion.

The trustees of Syracuse university have made provision for a department of pedagogy, in which intending teachers will receive adequate theoretical and practical preparation for their life-work.

The courses to be given in the department of pedagogy of Syracuse university are planned to furnish the intending teacher something more than an acquaintance with the best

methods of teaching, though an attempt will be made to acquaint the student with the knowledge of methods and practice in applying them, which will make him an intelligent and skilful teacher. The primary aim of the instruction in pedagogy will be to train young men and women to deal with educational problems in a broad and scientific manner. Especial stress will be laid upon the nature of education.

## Sectarian Garb in Public Schools.

Albany, N. Y.—State Supt. Skinner has given his decision in regard to the appeal of Eugene Lockwood and others from decision of the board of education of district number 9, city of Corning. The board refused to grant the request of the appellants that several teachers be not allowed to wear during school hours the garb of the religious order to which they belonged. The appellants further protested against the action of the board in leasing for school purposes a building belonging to the Roman Catholic church.

Supt. Skinner sustains the appeal, holding that the wearing of such garb while teaching is a sectarian influence which ought not to be persisted in. He also decides that the building in question must not be used for school purposes after Sept. 1 next.

## Success With Truants.

Philadelphia, Pa.—The success already attained in the new truant school is very gratifying to the board of education.

On the first day of its existence, the ranks of the school were augmented by several recruits, brought in by the influence of Joseph Hogan. Joseph has been considered incorrigible, and former teachers have been unable to do anything with him. But the teacher of the new school, Miss Coffman, took him prisoner, and by marvelous tact and perseverance, made him a staunch adherent. One of the new pupils he brought in on the first day was James Corrigan, who had not been seen in a school-room for six years. Peter Higgins is another whom Miss Coffman has conquered, and made one of the best boys in the class. He says that he gets only kind words of encouragement now, where formerly got all sorts of punishments. Far from demoralizing the school, as had been predicted, these boys are interested in its support. They have plenty of entertaining and instructive work to do, and the prospects for the success of the school are very bright.

## Honor for the Buffalo Central High School.

Friday, April 1, was a day of rejoicing at the Central high school of Buffalo, N. Y. The occasion was the presentation of a gold, a silver, and a bronze medal to three pupils of the school, by the Sons of the Revolution of the State of New York. Every year for the past four years this society has offered to the high school pupils of fifteen cities in the state three medals for the best essays on some historical topic which it assigns. The Central school has taken one or two of these medals each year; but this year it eclipsed its former efforts by capturing all three. This gives the school the credit of having taken eight of the twelve medals offered thus far. The successful students in the order of their standing were: William O. Miller, Flora S. Gifford, and Alired Hurrell. Principal Vogt feels justly proud of the record his school has made.

## I Got to Go to School.

I'd like to hunt the Injuns, 'at roam the boundless plain!  
I'd like to be a pirate an' plough the ragin' main!  
An' capture some big island, in lordly pomp to rule;  
But I just can't be nothin', 'cause I got to go to school.

Most all great men, so I have read, has been the ones 'at got  
The least amount o' learnin' by a flickerin', pitch-pine knot;  
An' many a darin' boy like me grows up to be a fool,  
An' never 'mounts to nothin', 'cause he's got to go to school.

I'd like to be a cowboy, an' rope the Texas steer!  
I'd like to be a sleuth-houn', er a bloody buccaneer!  
An' leave the foe to welter where their blood had made a pool;  
But how kin I git famous? 'cause I got to go to school.

I don't see how my parents kin make the big mistake  
O' keepin' down a boy like me 'at's got a name to make!  
It an't no wonder boys is bad, an' balky as a mule;  
Life an't worth livin' if you've got to waste your time in school.

I'd like to be regarded as "The Terror of the Plains!"  
I'd like to hear my victims shriek an' clank their prison chains!  
I'd like to face the enemy with gaze serene an' cool,  
An' wipe 'em off the earth; but, pshaw! I got to go to school.

What good is 'rithmetic an' things, exceptin' jest fer girls,  
Er them there Faunterloys 'at wears their hair in twisted curls?

An' if my name is never seen on hist'ry's page, why, you'll  
Remember 'at it's all because I got to go to school.

—Nixon Waterman in "L. A. W. Bulletin."

## Letters.

### "Teachers' Duties in Indian Schools."

Two articles on this subject have lately appeared in *The School Journal*. From the one by Rosa Dean-Hahn, of South Dakota, I quote:

"Imagine the daughter of a New England clergyman, educated at a leading college for women, entering the Indian service in fulfillment of a long-cherished hope of becoming a missionary, and being instructed, that her extra duty would be to search for lice in the children's hair, and report, in writing, the number found on each head, or to anoint scrofulous sores with an odious salve! Other extra duties, etc."

If this daughter of a New England clergyman had possessed the traditional prudence of the down-easter, she doubtless would have familiarized herself with her probable duties before becoming a candidate. In this event she would have learned the following from the Rules for the Indian School Service, issued by the Indian Department:

"52.....Any teacher may be required by the superintendent to assist in clerical or other work incident to the school.

"118. Employees of government boarding schools must understand when they accept appointment that the conditions of life in an Indian boarding school differ from ordinary school, or home life; that the work will be difficult and confining, with little opportunity for recreation or social pleasure; that long hours of service are required, and that every employee must be willing to work, night or day, if special emergencies arise; that the duties of an employee do not end at a given hour, but may be continued indefinitely. It must also be understood by anyone entering the service, that additional duties, or duties entirely different from those usually attaching to the position to which he or she is regularly assigned, may be required. Efficiency and success can come only to those who are interested in the education of the Indians, physically able for the arduous duties to be performed, and willing to do whatever is necessary for the good of all concerned."

The attention of the highly favored lady referred to might be directed to a much older authority on missions than government reports:

"If a brother or sister be naked, and destitute of daily food, and one of you say unto them: 'Depart in peace; be ye warmed and filled,' notwithstanding ye give them not those things which are needful to the body, what doth it profit?"

It is a matter of some speculation why a missionary to the Indians should not feel the necessity of teaching correct habits of living. Those who go to foreign countries do not feel free from this obligation.

The personnel of the Indian school service is graced by a "saving remnant," who for a score of years have uncomplainingly been all things to all men. Their ministrations to the physical needs of Indian children do not seem loathsome and degrading because the labor is prompted by a love which "beareth all things, hopeth all things, endureth all things."

But many in the Indian service lay claim to no holy motive. They take pleasure in doing their work well simply because it is their very own work. The same kind of pride leads people to be good clerks, dress-makers, typewriters. They look for no great spiritual rewards for the creditable performance of daily routine. They labor as does the farmer who plows deep that he may harvest the more abundantly for himself. Like him, they may see beauty in the growing crop, and in the exercise of the care needful to bring it to maturity, they may take pleasure. They are often grateful to the All-Father for the good field in which He has set them to labor. The farmer may be glad that the wheat which is the fruit of his husbandry will feed the hungry; so the Indian school teacher rejoices that her toil is not without its contribution to the general good, but this thought does not beget the energy which causes her to toil.

To such, the Indian service is not devoid of material advantages. Promotion is always one of the possibilities. The tenure of office is secure during moder-

ately acceptable work. The expenses for food and clothing are reduced to a minimum. Instead of an often unsuccessful striving to live up to the standard set for the community by those more talented and more favored socially than the average teacher, the Indian boarding school employe feels the satisfying consciousness of being at the head of her social system. She finds before her every day classes of well-fed, well-clothed children, never absent, never tardy without valid excuse. The government provides all necessary equipments for fair class-room work.

The teacher in an Indian school has some diversions. She finds time to ride bicycles and Indian ponies. She skates and makes kodak pictures. She visits Indian camps and studies the curious customs of the aborigines. She collects moccasins and peace-pipes. She picks up a little of the language and tries to talk to the grandmothers. She belongs to a professional reading circle. She exchanges books and magazines with her co-workers and talks about what she reads.

It is true that class-room teachers are sometimes called upon to render non-professional service in times of special emergency, but in more than twenty schools with which the writer has some acquaintance, the matrons and other industrial employes are so efficient that the teachers are not required to look after the bodily welfare of the children to any appreciable extent. The manual labor demanded in occasional crises is not beyond that which one who must teach for a livelihood would find it expedient to perform in her own well regulated home.

In Western schools remote from towns, the teachers are often their own dressmakers and milliners, yea, tell it not in Gath, even laundresses and cooks when the usually pleasant domestic arrangements are interrupted. However, an interregnum in the employees' culinary department does not occur with greater frequency than it does in most private households. When this and similar distressing circumstances exist, the Indian school service has reason to rejoice that the day of the corkscrew curled old maid who screamed at a mouse and sent tracts to the Hottentots has made way for the era of the vigorous, wholesome "bachelor-girl," who can turn a hand to anything and lend to the performance the dignity of complete young-womanhood.

Clara D. True.

South Dakota.

### Echoes From the Chattanooga Meeting.

The discussions which are announced on the programs of educational societies are often crowded out by the reading of papers. This is a great mistake, and will ultimately deprive these meetings of their main interest. Members will not continue to attend the meetings of bodies in which they are obliged to listen to the reading of one long paper after another without discussion—without that fire which comes from argument; from the enthusiasm of the moment; from the clash of thought with thought; from the inspiration of listening to the living voice, speaking from the heart. It is also high time that the reading of papers, whose authors are not present, should not be allowed, because it is fair neither to the writer nor to the association. Greater variety in the names on the program, and especially in the participants in the discussions, would be a great gain, no matter how eminent the names thus omitted.

It would also be well to remember that the larger cities are the exception, having, generally, peculiar organizations, laws, and customs, no doubt adapted to them, but for that very reason, not very useful as subjects for general discussion, and not of interest to the great body of superintendents. Hence, it seems to the writer that the conditions of the smaller cities, and the work of supervisors and principals of buildings should receive more attention. It would be especially interesting to have something like experience meetings, in which failures (!), with the causes that produced them, should form the principal topics.



Then, too, the term superintendent will bear definition, standing as it does for an officer very differently circumstanced, and whose duties will necessarily vary to a considerable extent. But the greatest gain would be in a more careful and systematic study of all the conditions involved in the subject under discussion, and especially in a historic method of treatment.

Pennsylvania.

### Manual Training Again Attacked.

The rank and file of New York city teachers feel very much discouraged because of the constant tinkering with the course of study. Hardly is one thing fairly started when another is proposed to replace it. This is particularly true with regard to certain features of manual occupation. Teachers have attended conferences and classes, have just begun to catch the spirit of the work, and are very much interested and proud of the work of their classes in clay modeling, when along comes some croakers and propose to alter the course again. However, those who attack manual training will have some knotty problems to solve before they can convince its friends of the justice of their opposition. There are a few questions we would like to have them answer: Why is it that the schools that have adopted the manual work are the ones always pointed out with pride at exhibitions, and to visitors coming to the city?

The purpose of the manual work is not, and never has been, to make carpenters, seamstresses, or cooks, as is sometimes argued. Because a child learns to read intelligently it does not mean that he is to be a public reader, or an elocutionist, nor is it necessarily the case that the man who learns to row a boat must be made a sailor. Because a boy is taught how to fit a joint does not mean that he must be a carpenter, and if it did, that being his choice of an occupation, what harm in his interests being awakened in the school-room?

Many features of the course are essentially practical in connection with the other studies. One of the most valuable features in this respect is the modeling: Besides breaking the hard routine of drills in language and arithmetic, without the necessity of a special room, the interest in geography, history, and art can be quickened. The argument that too much time is required by the teacher in preparing the clay is futile in this city, for the work is done by the janitor.

Exactly as much can be done in direct mental work with the manual training as without. At any rate, the average standing of the students going to college from the manual training-schools is as high, in some cases, higher, than is the case with the other schools. If it were not, it is just as valuable in life, which is very practical, to be able to drive a nail straight or to cook an eatable meal as it is to describe a battle. Any woman who wishes the nail driven, or any hungry man who wants his dinner cooked to suit him, will testify to this. If schools are in existence to prepare children for life, then what will do this, should be given there.

L. S. C.

### An Unwise Law.

A bill is now pending in the New York legislature, which requires the state superintendent to prescribe certain forms and ceremonies to be observed by the schools in handling the flag. This, it seems to me, is not a good law; it is too much of the class of laws that try to force certain religions on the people.

What is the object of such a law? Pretendedly, to develop patriotism in the youth, that the flag may have defenders in time of danger.

This is good, but will the act accomplish the object desired?

Patriotism is best developed by teaching our country's history, its principles of government, our duties as citizens, the necessity of government for the welfare of all, then leave the individual to the working of those laws of nature which will, in its own way, develop that which is desired. On the other hand, if we undertake to force (for law means force) the individual to love his country, the result will be as great a failure as it has proven to be to force him to love a God.

Law carries with it a penalty for non-observance. The pro-

posed law directs the superintendent of public instruction to provide forms and ceremonies to be observed in raising and lowering the flag. Supposing this officer should direct that each pupil should step forward just before the flag is raised, and after it is lowered, remove his hat, kneel and kiss the flag, or some other ceremony equally absurd, would this develop patriotism? Then, think of doing this twice each day, five days in a week, and forty weeks each year.

The child would soon tire of such routine, and a feeling of disgust would be developed, instead of patriotism. When people are forced to imitate acts that come as an outburst of emotions within, the acts become mere forms, and, in time, hollow mockery.

What shall the penalty be for the pupil who refuses to conform to the law made by the superintendent, after his nature revolts at such performances? Shall we whip him, send him to a reform school, or deprive him of all rights to the public schools? It seems to us the better way is to make no law of the kind proposed, but let each school regulate its own forms and ceremonies, under the direction of the teacher, who should see that whatever is adopted is wholly voluntary on the part of the pupils.

Dan. S. Giffin.

Hewvelton, N. Y.

### Growin' Old.

I met a feller here to-day thet I ain't seen in years;  
He's old an' gray an' withered up, an' pore, so it appears.  
By jinks! it do seem singular thet such a thing could be,  
'Cause thet old wrinkled feller used to go to school with me.

He was the liveliest little kid thet ever played "I spy."  
He uster pelt the passengers when the old bus 'ud go by,  
An' lick a gang o' fellers fer teasing crippled Ted,  
'Cause he was allus good at heart, fer all he raised Old Ned.

An' now he's old; somehow I can't just think of him that way.  
Never seemed like he was made for anything but play.  
An' it makes me trimble kinder, when I look back an' see  
Thet frisky little feller thet went to school with me.

—"L. A. W. Bulletin."

### School Building Notes.

#### New Buildings in St. Louis.

St. Louis, Mo.—The board of education is showing great activity in the matter of school accommodations. The following additions are to be built: To the Arlington school, ten rooms; to the Shields school, six rooms; to the Chouteau school, six rooms; to the Des Peres school, four rooms; and to the Clinton school, two rooms. The Eliot school, on Florissant avenue, is a new one, to contain eighteen rooms, and to cost nearly \$91,000. The Sherman school, north of Tower Grove park, is also new, and will contain eighteen rooms, and cost \$86,000. These two buildings will be fire-proof throughout, and fitted with all the modern conveniences.

Negotiations are pending for the purchase of a lot in the Shepard district, and the erection of another school there in the spring. The other schools are being repaired, and the total cost to the city will be nearly \$400,000.

#### New Building Rules.

Chicago, Ill.—This year's code of rules for the building of schools provides that after Jan. 1, 1899, the accommodation of an infant school will be calculated, at nine square feet for each child. The site should, if possible, have a building frontage, in proportion to its area. Cloak-rooms should be external to the school-rooms and class-rooms. Hitherto, this rule has been compulsory. Staircases should be fireproof, and external to the school-room.

#### New Schoolhouses for Bloomfield.

Bloomfield, N. J.—The annual school meeting voted \$122,000 for school purposes. This is the largest amount ever voted for schools in the history of the town. Three new buildings will be erected: one at the corner of Prospect street and Locust avenue, one at Baldwin street and Essex avenue, and one at Montgomery and Berkely avenues.

#### New Model Building Completed.

Model public school No. 44, at Hubert and Collister streets, has just been completed. It replaces two old buildings, Nos. 44 and 111, which have long since passed their usefulness. The new building cost \$193,931. It is of fire-proof skeleton construction, with a roof playground. It is built of granite, Maynard red sandstone, red brick, and terra cotta, and its roof is covered with paving tile. The building is five stories high, and is heated by the Plenum system, providing for each child thirty cubic feet of warm, fresh air every minute.

## New Books.

### Dr. Rice's Speller.\*

Dr. J. M. Rice, editor of "The Forum," well known to the educational world through his articles on the American public school system, and his investigation of the teaching of spelling, has just completed a spelling book which will attract universal attention. The American Book Company are the publishers, and will bring it out, under the title of "The Rational Spelling Book." It is expected that the book will be ready for distribution in a few weeks.

The writer has had the pleasure of following the book through all its stages of development, and knows it to be founded upon the results of the most extended research ever undertaken in spelling. Tests were made in the schools of most of the large cities in the country, and in many of the smaller ones, the number of pupils examined being about 33,000. By means of these examinations, an excellent opportunity was afforded to the author to discover the exact nature of the difficulties encountered by the child in learning to spell. The data thus collected, as well as the views expressed by hundreds of teachers, consulted by Dr. Rice, were kept in mind at every stage in the preparation of the work.

Acting upon the suggestions of teachers, the author has endeavored to eliminate all of the objectionable features of the general run of spelling books, and to supply a truly rational speller. The following summary of the principles upon which his work is based will show this:

#### PURPOSE AND PLAN.

This is a spelling book pure and simple. It has been arranged on a definite psychological plan, based upon an examination of the schools of nearly all the large cities of the country, and upon a careful study of the actual spelling of more than 33,000 pupils.

The characteristic features of the book are:

1. The careful grading of the work in accordance with the natural growth of the child's comprehension; the words selected for each successive year being on a somewhat more mature mental plane.
2. The precedence given to common words.
3. The small number of words compared with the ground covered.
4. The provision made for thorough drill, by means of constant reviews.

#### GRADING.

As the book rarely calls for the spelling of a word until that word has become familiar to the pupil, the study of the meaning of words is rendered practically unnecessary. The mere inability to define a word does not imply that its meaning is not clearly understood; a true comprehension of it being shown by the ability to use it properly.

Another result of the plan of grading is to obviate, to a large extent, the necessity for the study of pronunciation. Drill in pronunciation is needed on such words only as are liable to be mispronounced; and these—a comparatively small number—are placed together at the end of each year's work, under a separate head.

#### SELECTION OF WORDS.

The words have been selected, primarily, with reference to their use in ordinary affairs; and the suggestion is offered, that the time devoted to spelling, as such, be given to the words of the book in their order of presentation. Words arising in the class-room, before they have been reached in the spelling book, as well as those entirely omitted on account of their technical or unusual character, should be taught incidentally, and only when the pupil has occasion to use them in written work.

If the words for the spelling exercises are selected from the school work, rather than from the whole language,—a custom followed in some schools—the instruction in spelling, from the standpoint of orthography, is necessarily unsystematic, and directed to the vocabulary of the school-room, rather than to that of the ordinary affairs of life. Furthermore, it is not reasonable to suppose that words selected at random by the teacher—a plan pursued in other schools—can so fully meet the demands of later life as those carefully selected and graded lists, completed after a discriminating consideration of every word in the language. Moreover, it is only by means of a rational sequence, in the order of presentation, that justice in the matter of common words can be done to those children who are obliged to leave school before the end of the course.

#### NUMBER OF WORDS.

That the ground covered is much larger than is indicated by the number of words in the book, is due to the exclusion of many classes of words that may be safely left to take care of themselves.

\*The Rational Spelling Book will be published in two parts. Part I. will contain the work for the first three years; and Part II will contain that for the years from the fourth to the eighth.

An effort has been made to exclude all words containing no real orthographical difficulty.

To a very large extent, derivative words have been omitted, where the derivatives are formed according to rule. For such words—thousands in number—a few simple rules have been substituted. Only the exceptional words need be learned individually, and these at the time they occur in the regular course. There are only three rules which need be acquired during the first three years.

Further, an abridgement of the course has naturally resulted from the system of grading employed. According to this system, the spelling of a word should be studied only after its use and meaning are known to the pupil. It has been found, however, that very many words belonging to the maturer years are so easy to spell, that, when the proper time for their introduction arrives, drill on them is no longer required. Consequently, those words have been entirely omitted which, from a psychological standpoint, belong to a high grade, while, orthographically, their grading should be low. The number of words thus naturally excluded, and without detriment to the course, is very large.

#### ARRANGEMENT OF WORDS.

The words have been divided into lessons, each of which represents an entire week's work—not counting the reviews. The number of words in a lesson varies from fifteen to twenty. Words whose derivatives are formed according to rule are frequently repeated at the end of the lesson with a derivative, for illustration and practice; but, of course, there is no occasion for memorizing the spelling of the derivative words.

With certain exceptions, the arrangement of the lists has been guided either by orthographical analogy or by the meaning of the words. The arrangement by analogy, it is believed, will render the study of new words very easy. But, to obviate the objection that has been made to such an order,—it having been held that spelling thus learned is quickly forgotten—most of the words are repeated in reviews, so that, when they have once been memorized, aid of analogy is withdrawn. Many of the difficult words are presented in five or more different combinations.

#### REVIEWS.

The provisions for reviews are numerous.

Nearly all the words appearing in the columns are immediately repeated in sentences; the sentences themselves being supplied over and over again with those puzzling small words which teachers generally regard with dismay.

Every fifth lesson is devoted to a review of the more difficult words—or their typical representatives—contained in the four preceding lessons. The review lists, which are arranged in alphabetical order, are also followed by sentences.

At the end of each year's work will be found an alphabetical list of the more difficult words contained in all the preceding pages. Provision is thus made for a system of reviews that will guard against the neglect of words which have once been studied.

As regards the homonyms, the arrangement is such that the words are placed side by side, in nearly all cases, under the review next succeeding the regular presentation of the last word.

The suggestion is offered, that not more than fifteen minutes, at the most, be daily devoted to spelling, including both study and recitation. Additional time given to this subject is not rewarded by additional return, as was shown in the article on "The Futility of the Spelling Grind," in "The Forum" for April and June, 1897.

#### Publishers' Notes.

The Standard Publishing Company, Boston, Mass., has admitted to a proprietary interest in its business, two of its former employees, Mr. Henry H. Putnam, as editor, and Mr. Charles E. Belcher, as business manager.

The Holden Patent Book Cover Company, of Springfield, Mass., offers to donate to any public school library in the country a copy of Dodd Mead & Company's beautiful edition of "L'Abbe Constantin." The request for the book must be signed either by the superintendent of schools, the chairman of the school committee, or the president or secretary of the board of education. School officials who wish to add to their school libraries should take advantage of this generous offer.

The Densmore typewriter has been exclusively adopted for the use of the Trans-Mississippi and International Exposition until the final closing of its business.

Hinds & Noble have purchased the electrotypes and copyright of the edition of Page's "Theory and Practice of Teaching," formerly published by The Teachers' Improvement Company, Dansville, N. Y.

The same firm has just brought out a new edition of Gordy's Psychology under the title of Gordy's New Psychology. Much of the subject-matter has been re-written, and chapters on physiological psychology have been added.

Spring humors, boils, pimples, eruptions, sores, may be completely cured by purifying the blood with Hood's Sarsaparilla.



## April Magazines.

The new international gazette of criticism, "Literature," is published weekly in this country by Harper & Brothers. The editor is the well-known man of letters, Henry D. Traill, and the contents are specifically of a high-class grade of literary criticism. The general plan of each number appears to be a leading article, reviews of the latest books, lists of new books and reprints, obituary notices, correspondence, and an American letter. The system adopted of dividing the important reviews into toponography, classical, poetical, fiction, and foreign literature is helpful to the reader.

The current number of "Harper's Weekly" has a front-page drawing by Frederic Remington, of recruits at Fort Slocum; a careful summary of the public finance of Spain from 1895 to 1898; correspondence from Havana, with two pages of illustrations; the story of the landing of a filibustering expedition, told by one of the party; a notice of the exhibition of the Society of American Artists, with two pages of reproductions of some of the pictures; the second part of Stephen A. Crane's short story, "Death and the Child"; and an important letter from the London correspondent, dealing especially with the critical relations of England and France at the present moment in Africa.

"The Story of the Revolution," by Henry Cabot Lodge, running as a serial in "Scribner's Magazine," advances to an exciting point, the fight for the Hudson, in the April number. The illustrations of scenes, portraits, and documents are a strong feature of the paper. A short serial, to cover four numbers, calls attention to the popularity of Richard Harding Davis' writing, and Chas. Dana Gibson's drawing: it is "The King's Jackal." A poem by Dr. Henry Van Dyke, "The Tilling of Felix," is dedicated to the author of "The Workers," a set of papers on labor appearing each month in Scribner's. The cover of the April number deserves particular attention for its unique presentation of Spring.

The Cuban crisis naturally demands more space in the editorial department of the "American Monthly Review of Reviews" than any other single topic. The whole matter is reviewed in the light of the latest and most authentic information re-

ceived up to the time of going to press. The principal contributed article in this number is entitled "Political Germany," by Dr. Theodor Barth, the eminent German publicist, leader of the Liberals in the Reichstag, and the editor of the "Nation." The newly discovered gold region in Mexico, toward which a movement has set in second only to the Klondike migration, is described in an illustrated article contributed by Mr. H. D. Slater. The story of the Swiss government's purchase of the railroads, as authorized by the recent referendum vote, is told by Mr. J. R. Macdonald. Prof. J. Irving Manatt, of Brown university, writes about "Bacchylides, the Risen Bard," whose re-discovery is an event of no slight significance in classical archeology.

The April "Ladies' Home Journal" opens with a drawing by Alice Barber Stephens of an Easter morning in a church choir. Several other illustrations also take the great festival day for a theme, and an article on "The Last Week in the Life of Christ," giving the incidents of the Saviour's persecution and crucifixion, is especially apropos of Holy Week. A feature of novel interest is the illustrated anecdotal biography of Thomas A. Edison, in which the characteristic traits of the great inventor are told in a series of anecdotes. Joseph Bonaparte's flight to America and sojourn here is recalled in an article, "When the King of Spain Lived on the Banks of the Schuylkill." Miss Lilian Bell writes from Berlin her impressions of the Germans and the Fatherland. "A Cabinet Minister's Wife's" letters are continued, and another view of "Inside of a Hundred Homes" is given. Edward W. Bok writes of the sacredness of the betrothal, and the lessons of the flowers; Barton Cheyney on "Buying a House without Cash," and Mrs. Rorer on food and cooking for children.

The April "Chautauquan" devotes several bright pages to "Student-Life in Germany," which Prof. H. Zick, of Adelphi college handles in the familiar manner of an enthusiast, especially in his references to famous "Alt Heidelberg." The illustrations are from hitherto unpublished photographs and add graphic interest to the adventurous and sportive as well as the romantic and intellectual sides of university life in the Fatherland. A series of articles on "New York Editors and Daily Papers" is begun with Mr. Whitelaw Reid as the first subject. The Maine disaster continues to furnish material for articles and illustrations, and the ill-fated ship is shown by two views, before and after the explosion. (Meadville, Pa.)

The illustrated articles in the "Popular Science Monthly" are "The Electric Transmission of Water Power," by Wm. Baxter; "Criminal Anthropology in Italy," by Helen Zimmern; "A Spring Visit to Nassau," by Emma G. Cummings; and a "Sketch of Carl Semper." The department called "Fragments of Science," is rich in an all-around view of science presented in an untechnical manner. (D. Appleton & Co., New York.)

Rutland, Vermont, is one of New England's smaller cities, yet its history is delightfully told by Julia C. R. Dorr in the April number of the "New England Magazine." Although Mrs. Dorr says that "one cannot be original in writing history," she has imparted to her story of Rutland's life a special charm all her own. The article is finely illustrated. In the magazine is also told the interesting story of Mr. J. Linton, by Burton J. Hendrick. At Appledore, his picturesque old home, which still stands in New Haven, were often gathered many eminent representatives of American art and letters, for Linton possessed with his other gifts a genius for making and keeping friends. Other readable papers in this number are "The Story of Dorchester Heights," by Col.

Thomas W. Clarke; "Old Time Factory Life in New England," by A. K. Fiske, and "A Study in Community Life," by Dr. Curry. (Boston, Mass.)

To people who intend taking a bicycle trip abroad a most interesting feature of the April "Harper's" is "How to Cycle in Europe," by Joseph Pennell. The author, who has bicycled all over England and the Continent in search of the picture-que, describes the best routes and methods of traveling. This number also contains two complementary articles of timely importance bearing upon the question of army maneuvers; one, "The Essentials at Fort Adobe: Cavalry Tactics on the Plains," by Frederic Remington, is a description of cavalry maneuvers at a post on the plains; the other, "Wanted—An American Alder-shot," is a plea, by Captain James Parker, U. S. A., for battalion drills and maneuvers of the kind practiced in England.

The thirty-third anniversary of Lee's surrender at Appomattox Court House is commemorated by an article describing the event. An important article on "Commercial Aspects of the Panama Canal," is contributed by Worthington C. Ford, who is chief of the Bureau of Statistics at Washington. The short stories are written by Marguerite Merington, Mary H. Catherwood, Madalene V. Wynne, Thomas R. Dawley, and Morgan Robertson.

The complete novel in the April issue of "Lippincott's," "Meriel," is a love story in the peculiar vein of Amelie Rives, Princess Troubetzkoy. The scene is laid mainly in Italy, though the hero and heroine are English. Other stories are "The Ark in the Wilderness," by Alice MacGowan; "The Recruit who was Rushed," by Charles B. Lewis; "William Tyrwhitt's Copy," by Bernard Capes; and "A Boundary War," by W. H. Babcock. "The Strangest River in America," the Colorado with its terrible canyons and rapids is described by John E. Bennett. R. G. Robinson writes of "Florida Storms,"

## Advice to Consumptives

There are three great remedies that every person with weak lungs, or with consumption itself, should understand.

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and Dr. Harvey B. Bashore on "The Making of Man." "Northward to the Harlem, and Beyond," is the concluding paper of Dr. Theodore F. Wolfe's series, "Some Literary Shrines of Manhattan." James M. Scovel's paper on "Thaddeus Stevens" includes some personal reminiscences.

Under the heading, "No New Hands Wanted," Frederic M. Bird considers the real or supposed prejudice against beginners in literature. Henry Willard French's observations and experiences "In an Australian Camp" will be found both interesting and instructive. The tribal battles of the aborigines, as witnessed by him, were noisy rather than destructive.

The April "Century" has a group of papers on the Pennsylvania coal regions. Henry Edward Rood tells of the supplanting of English speaking miners by foreigners from Austria-Hungary and Italy, his paper being entitled "A Polyglot Community." Jay Hambidge gives "An Artist's Impressions of the Colliery Regions," mainly in the vicinity of Lattimer, where the recent rioting took place. Under the general heading of "Coal is King," Edward Atkinson considers "The Advantages of England and the United States in the World's Commerce," and Edward W. Parker tells of "The Supply of Anthracite Coal in Pennsylvania." In "A Famous Sea Fight," Claude H. Wetmore describes the engagement between the Chilean and Peruvian iron-clads off the coast of Bolivia in 1879, the paper being fully illustrated. Privy Counsellor Dr. Slaby, of Charlottenburg, writes of "The New Telegraphy," describing recent experiments in telegraphy with sparks, and without the use of wires, which he conducted in the presence of the German emperor. Elizabeth Robins Pennell tells of a delightful trip "Over the Alps on a Bicycle," Joseph Pennell furnishing many illustrations. R. Talbot Kelly, in an article entitled "An Artist Among the Fellaheen," describes, in a picturesque way, village life in Egypt. Many vivid pictures by Mr. Kelly accompany the paper. A series of articles on "The Seven Wonders of the World," by Prof. Benjamin Ide Wheeler, with full-page illustrations by Castaigne, is begun. This month Mr. Castaigne gives a remarkable reproduction of the Pharos of Alexandria. In the series of "Heroes of Peace," Gustav Kobbé writes of "Heroes of the Life-Saving Service." "A Goodfellow's Wife," by Hamlin Garland, and a Southern Sketch, "A Challenge," by Richard Malcolm Johnston, are the short stories of the number.

Professor Henry C. Adams opens the April "Atlantic" with a timely and forcible paper dealing with the United States Interstate Commerce Commission, under the title of "A Decade of Federal Railway Regulation." He shows that all governments must and do regulate railway management, and he details the aims and methods of the Interstate Commission,—what they were expected to accomplish; what they have accomplished, and wherein they have failed. Professor George How-

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ard Darwin, of Cambridge, England, son  
of the great Charles Darwin, follows up  
Professor See's recent "Atlantic" article  
on late astronomical discovery.

In "A Nook in the Alleghanies," Brad-  
ford Torrey gives a charming account of  
the opening of spring in Western Virginia,  
and describes sympathetically the flowers  
and blossoms, the song-birds, the surround-  
ing landscape, and the quaint customs of  
the native inhabitants. "On the Teaching  
of English" is a strong and convincing  
argument by Professor Mark H. Liddell,  
upon the necessity of studying and teaching  
our mother tongue, through the structure  
and idioms of its own historical grammar,  
discarding classicisms and foreign inno-  
vations. The Greek tragedians are dis-  
cussed by Professor Thomas D. Goodell,  
of Yale university. "A Florida Farm" is  
a charming sketch, by F. Whitmore, of an  
attempt, continued for several years, at  
vegetable farming in the South; how far  
it succeeded, how and why it failed; to-  
gether with piquant sketches of the scenery  
and surroundings. In "A Romance of a  
Famous Library," Herbert Putnam, the  
head of the Boston Public Library, tells  
the story of the accumulation and dis-  
persal of the famous Ashburnham col-  
lection.

The April "McClure's" contains a se-  
ries of heroic stories of the Gordon High-  
landers, whose gallant assault at Dargai  
last autumn sent their fame ringing round  
the earth. Their behavior at Dargai, not-  
withstanding the praise it has justly  
brought them, was no new feat for the  
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article in "McClure's" will tell the story  
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"The Children of the Future," is a little  
book announced for March by Houghton,  
Mifflin & Co. In it Miss Nora Archibald  
Smith treats brightly and from full expe-  
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kindergartners, mothers, and all who have  
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moralizing headache which frequently mars  
the pleasure of such an occasion. This ap-  
plies equally to women on shopping tours,  
and especially to those who invariably  
come home cross and out of sorts, with a  
wretched "sight-seer's headache." The  
nervous headache and irritable condition  
of the busy business man is prevented by  
the timely use of a ter-grain dose. Every  
bicycle rider, after a hard run, should take  
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grain Antikamnia tablets on going to bed.  
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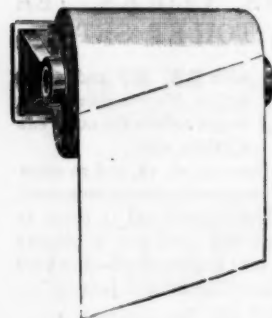
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